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ABSTRACT

The manuscripts in this publication present a variety of insights into the function of education in contemporary America, the responsibilities of educators, and the future of educational institutions as they adapt to changing social conditions. Viewpoints are expressed on the following subjects: (1) the role of education in clarifying the relationship of the individual to the basic meaning of citizenship; (2) multicultural education, global awareness, peace studies, and human survival; (3) literacy and freedom in a democratic society; (4) a developmental curriculum model for citizenship education; (5) the educational implications of recent research on the human brain; (6) the cognitive models of the left and right hemispheres of the brain and achieving a balance between their functions; (7) implications of right brain research on curriculum development; (8) the purpose and value of the concepts of right- and left-brain learning; (9) political, organizational, social, economic, and curriculum issues affecting education in the 1980s; (10) the responsibilities of schools of education for improving the quality of teaching and the attitudes of teachers; (11) coping with resource reductions and accountability increases in higher education institutions; and (12) the effects of teacher tenure on the education profession. (JD)

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Proceedings of a Symposium Education and Contemporary America

Sponsored by the
School of Education
Boise State University

Oct. 8-10, 1981

E. John Dahlberg, Jr.
Editor

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FOREWORD

The manuscripts appearing in this publication were prepared for the second annual Boise State University School of Education symposium, Education and Contemporary America, held on the BSU campus on October 8-10, 1981.

This series of conferences resulted from informal conversations among a number of faculty in the Department of Teacher Education who expressed concern that increased costs of transportation and housing were keeping many of them and their colleagues from attending national conferences on a regular basis. Could we at Boise State arrange a conference which would provide the same intellectual stimulation for faculty within the Pacific Northwest and Intermountain West? We thought we could, and I believe that participants in the two conferences held thus far would agree.

Dr. R. Freeman Butts served as the keynoter of the first conference on October 7-9, 1980. He dealt with the role of education in clarifying the relationship of the individual to the state and the basic meaning of citizenship. His remarks, together with other symposium papers, are available through ERIC Reports, #ED 200 530.

The theme of the citizen and education was continued in the second conference by this year's keynoter, Dr. Isidore Starr, whose paper is the first in this volume.

We at Boise State are deeply indebted to all participants in the conference. Their papers are of the highest quality and served to promote what is perhaps the finest quality of the conferences, the interchange of points of view among all those in attendance.

Richard L. Hart, Dean
School of Education
Boise State University

EDITOR'S NOTE

A very special thank you from this office to Dr. Richard Hart, Dean of the School of Education at Boise State University, for his continued encouragement and support of his office for this symposium. The same gratitude is extended to the faculty of the Department of Teacher Education chaired by Dr. Lamont Lyons.

We do anticipate that the reader will find an appropriate degree of curiosity as one reads the papers as they were presented.

E. John Dahlberg, Jr.

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THE LAW STUDIES MOVEMENT AND THE BICENTENNIALS OF 1987 and 1991

By:

Isidore Starr

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THE LAW STUDIES MOVEMENT AND THE BICENTENNIALS OF 1987 and 1991

In 1957 the Soviet Union launched more than a Sputnik into space; it plunged the American educational community into an orgy of curriculum revision. It has been said with considerable justification that "while some countries when confronted with a crisis have a revolution of change of government, we Americans respond to a crisis with a new course of study." Think of all the courses which were designed to catch up with the Russians: the New Math, the New Science, the New Modern Languages, and the New Social Studies!

It is mistakenly assumed that the Law Studies Movement or Law-Related Education is an educational innovation associated with the emergence of the New Social Studies. There is really nothing innovative about the study of law - - an area of inquiry that traces its roots to Hammurabi and his famous Code of Law and to the first summit meeting in history between Moses and The Party of the First Part. It has been said that this unique event made Moses the first law-giver in history. I prefer to think that he was in reality the first law reporter in history.

From an educational point of view, each of these historic figures was confronted with the awesome task of persuading his people that the law must be obeyed. And so, each used the intervention of divine authority - - Shamash and Jehovah - - and, moreover, each used educational technology: Hammurabi posted his laws on seven-foot diorite columns, the modern counterpart of the bulletin board, and Moses used the tablet -- the first use of the textbook and in addition, the first use of the fingers for rote memorization.

Since those ancient days, the law has pervaded the lives of people in a variety of ways. This is not the time to explore the role of law in Greece, Rome, The Catholic Church, the Renaissance, the Reformation, the Commercial Revoluation, and the revolutions of modern times. Suffice it to say at this time that the law wends its way through ancient, medieval, and modern history, as well as through literature, sociology, anthropology, political science, and science. Hocking of Harvard once remarked that "to teach the social studies without the law is like teaching vertebrate anatomy without the backbone." It may very well be that the neglect of the law as an area of inquiry in citizenship education has weakened the backbone of that educational goal.

"Like a brooding omnipresence in the sky," the goal of citizenship education casts its shadow over schools and colleges, as well as over meetings of educators, parents, and the public.

At our professional meetings we continue to wrestle with the never-ending task of breathing life into this traditional goal. In my more than forty-five years as an educator, I have gradually become convinced that citizenship education is an important educational goal in search of subject-matter.

As we think and talk about citizenship education, I would like to suggest that society is the real school of citizenship. Society teaches by example. Citizenship education cannot be delegated solely to the schools. For example:

> Can we educate moral and ethical citizens in our schools when many public officials and many private citizens are immoral and unethical?
>
> Can we educate just citizens in an unjust society?
>
> Can we educate democratic citizens in authoritarian or totalitarian surroundings?

As educators, we can try, but the odds are awesome. Unless the private and public models of citizenship - - politicians, parents, sports figures, television personalities, musicians, and professional, business, and labor leaders, among others - - evidence patterns of conduct which we associate with standards of *honesty*, *decency*, and *civility*, schools and society will be on a collision course. While the school tries to educate according to lofty state mandates, society continues to miseducate by such shabby examples as Watergate, Koreagate, Abscam, and other shoddy episodes by people in public office on the national, state, and local levels. This criminal, unethical and immoral conduct is, hopefully, limited in scope, but it is publicized widely and sensationally.

In this confrontation between scholastic standards and societal misdeeds, there are certain things the schools can do in the immediate future. This brings me to the two great Bicentennials looming on our historical horizon.

In 1987 we shall be celebrating the Bicentennial of the drafting of the Constitution of the United States, regarded by many as the oldest living written constitution of a nation-state. In 1991 we shall be commemorating the 200th anniversary of the ratification of the Bill of Rights - - that precious treasury of our fragile liberties. The importance of these two impending events is reflected in Congressional action and in private projects. Several bills have been and will continue to be introduced in Congress calling for the creation of Bicentennary Commissions to draft plans for the celebrations. Among the private efforts are "Project '87," jointly sponsored by the American Historical Association and the American Political Science Association.

While we are waiting for scholars to produce and for Congress to act, I offer a program which we educators can initiate at once and which I consider to be Basic Education. Since at least 45 states require the teaching of the Constitution of the United States and the Bill of Rights in the elementary and secondary schools, it is reasonable to regard this mandate as fundamental to citizenship education. But to paraphrase a recent observation: In teaching these two basic documents, we tend to cover too much and to uncover too little. As we approach these two Bicentennials, we have the opportunity to uncover the riches that have lain buried there for too many years.

I suggest three veins of law-related inquiry which could enrich the contemporary meaning of citizenship education: an examination of the intersecting worlds of private affairs, practical affairs, and public affairs.

* * * * * *

The world of privacy is endless in its panorama of dreams, beliefs, fantasies, thoughts, and Walter Mitty exploits. Here we are king and queen, the president or power behind the throne, and judge, great trial attorney, sensational counsel for the defense, and jury. It is in this realm that we are the authors and stars of drama, the hero and heroine of triumph and tragedies, and the architects of utopias. It is this intensely personal world of privacy which has given birth to the great religions, the great inventions, the great works of art, and the great ideals which motivate men and women to aspire to the stars.

This world of privacy extends beyond the individual to include the home, the family, and one's inner circle of friends.

There are physical and psychological, ecological and anthropological explanations for this need "to be let alone." The reasons vary from the "territorial imperative" and the need for intimacy and seclusion to the periodic impulse to withdraw from our daily toil and trouble in order to recharge our physical energies and our spiritual batteries. In this sense, we have something in common with Moses, Jesus, Mohammed, and Buddha, who had to take sabbatical leaves from society and move to the desert in order to discover one's self and one's relation to the universe.

The circumference of this world of privacy has been diminished by intrusion from government and business. Polygraphs, personality tests, wiretapping, eavesdropping, and computerized technology have exposed inner thoughts and beliefs to strangers who can use them for a variety of purposes, including blackmail. If the dynamics of modern technology continue to reproduce devices at the same pace as in the past few decades, it is reasonable to predict, remarks a well-known professor of law, Harry Kalvern, Jr., that "by the year 2000 it will be possible to place a man under constant surveillance without his ever becoming aware of it." With the decline of the family, religion and the habit of reading as influences in the lives of children and adults, comments Herbert J. Muller in The Children of Frankenstein, it is possible to foresee a time when people will no longer even value privacy. Shades of George Orwell's 1984!

This is the danger and this is the challenge. Are we prepared to include the subject of privacy in the citizenship education curriculum? If we are, the materials are there as are ways of approaching it with intelligence and sophistication.

The law has been concerned with many of the issues related to the privacy principle. In one of his great dissenting opinions, Justice Louis D. Brandeis reminded us in a memorable passage:

> The makers of our Constitution undertook to secure conditions favorable to the pursuit of happiness. They recognized the significance of man's spiritual nature, of his feelings and of his intellect. They knew that only a part of the pain, pleasure, and satisfactions of life are found in their beliefs, their thoughts, their emotions, and their sensations. They conferred, as against the Government, the right to be let alone - - valued by civilized men. To protect that right, every unjustified intrusion by the Government on the privacy of the individual, whatever the means employed, must be deemed a violation of the Fourth Amendment.

(Dissenting opinion in Olmstead v U.S., 1928)

It is the Fourth Amendment with its terms of "unreasonable searches and seizures," "warrants," "Probable cause," and "persons, houses, papers, and effects," which was created against intruders. The colonial response to the hated writs of assistance led to James Otis' invocation of the famous maxim: "A man's house is his castle." More than a century before Otis delivered his famous speech, Sir Edward Coke wrote:

> The house of every man is to him as his castle and fortress, as well for his defense against injury and violgence as for his repose.

This very idea was echoed by William Pitt, Earl of Chatham, a contemporary of Otis, in his speech to Parliament on the Excise Bill:

> The poorest man may in his cottage bid defiance to all the forces of the Crown. It may be frail; its roof may shake; the wind may blow through it; the storms may enter; all his forces dare not cross the threshold of the ruined tenement.

Out of this principle grew the Third Amendment, which prohibits the quartering of soldiers in private homes in peacetime without the consent of the owner. According to Justice Story, the object of this Amendment was "to secure the perfect enjoyment of the great right of the (English) common law, that a man's house shall be his castle, privileged against all civil and military intrusions."

In a landmark ruling in 1965 in Griswold v. Connecticut, Justice Douglas, writing the opinion of the Court, spoke of "zones of privacy or penumbras of privacy created by the First, Third, Fourth, Fifth, and Ninth Amendments. Subsequent cases continue their way up the judicial ladder pressing the Justices to weigh this historic right to preserve the integrity of one's body and mind and the inviolability and sanctity of one's home against unjustified intrusions. The resolution of this confrontation of values will determine in large part the quality of our civilization in the decades ahead.

We are living in a world of ever-expanding claims of national policy and national security. We are also living in a world in which business in the interest of efficiency demands access to our social security numbers and other records bearing on our credit. This persistent confrontation between the claims of government and the practices of business with the historic right to protect one's home, one's mind, and one's body has continued to diminish the circumference of the world or privacy.

Congressional enactments, state legislation, and judicial determinations can be shields against unjustified and indefensible thrusts into our private lives. To understand the dimensions of this right, its nature, and its history and contemporary scope require an agenda for the schools and the community. The idea of privacy seems like a technical area, but in reality, it is a problem as old as men and women and government. Unless it is understood and defended intelligently, it may slip away from us and pass into the limbo of history.

* * * * * *

The world of practical affairs is the world of business, jobs and the professions. It is the life of daily transactions: buying and selling, teaching and learning, marrying and divorcing, landlord and tenant, lending and borrowing, saving and spending, producing and consuming, and striking and collective bargaining. It is the world of contracts and of torts.

Since it is a complicated world, each of us is vulnerable to the rip-off artist, the land fraud specialist, the white collar criminal, the blue collar criminal, and the juvenile delinquent. The techniques for cheating and deceiving, stealing and defrauding, and threatening and coercing are becoming more sophisticated and those who are legally illiterate and abysmally ignorant of the law are disadvantaged in the face of the con artists, the false and misleading advertisers, and the sellers of defective merchandise. The use of television reporters to assist consumers in rectifying wrongs is a tribute to television reporting, but it is a sad commentary on the pervasive ignorance of consumers.

The legal dimensions of this practical world are many and varied. The issues press upon our daily lives in the form of rules and regulations, ordinances and statutes, and administrative hearings and judicial decisions. It is a world of rights and wrongs, actions and consequences. It is a world of legal problems based on torts or civil wrongs (negligence, trespass, fraud, and slander and libel) and contracts, such as leases and installment buying agreements.

The tentacles of the criminal element reach out into the streets and into our homes. Many of us move in fear and barricade our homes. The burgeoning numbers of cases of adult and juvenile delinquency are making our streets unsafe, our homes vulnerable, and our schools objects of vandalism. How demeaning it is to be told that there are certain streets in our National Capital where it is unsafe to walk!

These are problems that must be confronted. They will not go away. Unless the issues of the street become a part of the curriculum of the schools we are omitting components crucial in the education of citizens for the real world.

Law-related educators and innovators have produced practical law or street law materials designed to educate young men and women in the facts of the practical world. These publications, simulations, films and film-strips hold out to us one of the keys to bringing legal literacy to students in schools and to adults in the community. Properly presented, these materials can create an atmosphere in which individuals and groups are sensitized to their rights and their responsibilities under the law. In addition, citizens learn how to respond through legal action in rectifying the daily injustices that are perpetrated on a public which is ignorant of the resources and the recourses available to it.

Although the problems of crime and juvenile delinquency seem to defy traditional solutions and governmental task force and commission recommendations, we continue to be infatuated with more of the same. Practical law or street law follows the principle that "it is more important to arrest the tendency than to arrest the delinquent." With this as the objective, law-related education focuses on visits to detention centers, jails, prisons, and penitentiaries; visits to courts and discussions with police, lawyers, and judges; the use of police ride-a-longs; visits to police stations, police academies, and headquarters; simulations in which students are required to act out the role of police officers and law-breakers in episodes designed to explore the role of law enforcement relating to juveniles; and the use of mock trials where students immerse themselves in the judicial solution of issues important in their lives. Each of these exercises aims to take the law out of the textbook and bring it to life in the classroom and in the lives of the students.

* * * * * *

The third world in which we live is that of public affairs. Here we deal with the life of the citizen: voting, office holding, debating, disputing, agreeing, weighing, lobbying, petitioning, assembling, decision-making, and complaining endlessly. It is the world of governors and governed. Perhaps the difference between the democratic and totalitarian models is the latitude offered to citizens to examine freely and publicly the issues of the day - - important and trivial.

As we indicated above, it is also the world of corruption, graft, cynicism, chiseling, cheating, and lying. Perhaps this condition can be summarized by that comment of a political hack in Cleveland's administration, who remarked to the President: "What's the Constitution between friends?"

Contemporary disenchantment with the world of political affairs, understandable and justifiable, is a danger sign for the democratic ethos. The tendency to escape into beer and athletic circuses leaves the field to the operators, the manipulators, and the derogators of those ideas which have given texture and quality to American ideals.

The legal dimensions of this world of political affairs reach out into a number of basic ideas. For me, the following five are crucial to an understanding the Constitution and the Bill of Rights in this Bicentennial decade: Liberty, Justice, Equality, Property, and Power.

Liberty, symbolized by the Statute of Liberty and the Liberty Bell, is mentioned in the Pledge of Allegiance, in the Declaration of Independence, in the Preamble to the Constitution, and in the Fifth and Fourteenth Amendments. Although it is mentioned, it is not defined. In my judgment, the First Amendment offers the best operational definition of Liberty, and I know of no other important way to explore the nature of this important idea than to focus on historic landmarks and Supreme Court rulings which wrestle with the value conflicts of individual rights and community obligations. This inquiry takes us through such important but thorny areas as separation of church and state, religious freedom, freedom of expression, and the right to assemble peaceably and to petition the government for the redress of grievances. Each of these important bulwarks of our democratic way of life casts a long shadow over our history and as we peer into it we discern the triumphs and tragedies on the road to our present.

The idea of Justice appears in the Pledge of Allegiance and in the Preamble to the Constitution, but, like liberty it is not defined. A big and sprawling term, it lends itself to a multiplicity and variety of definitions. My preference is to limit our inquiry to the phrase, due process of law, which is found in the Fifth and Fourteenth Amendments and which has become synonymous with the idea of procedural justice. As such, justice is defined operationally in Amendments IV (no unreasonable searches and seizures), V (grand jury and privilege against selfincrimination), VI (the criteria of a fair criminal trial), and VIII (no excessive bail and no cruel and unusual punishments). Due process of law has become a shield against arbitrary, capricious, and unreasonable acts of government officials.

The idea of Equality is not found either in the Constitution or the Declaration of Independence, but the word "equal is embodied in both. "All men are created equal" reads the Declaration of Independence and "equal protection of the laws" is extended to everyone under the Constitution in the Fourteenth Amendment. The dimensions of this idea did not become constitutionally operational until the ratification of that stately march of the Civil War Amendments (XIII, XIV, and XV), and Amendments XIX (woman suffrage), XXIII (voting in the District of Columbia for President and Vice President), XXIV (poll tax), XXVI (eighteen year old right to vote). In the offing is Amendment XVII on the rocky road to ratification. It is in this way that "equal" has been stretched to "equality."

The idea of Property was associated by the Founding Fathers with the idea of happiness. Influenced by the thinking of John Locke, the men who wrote the Constitution felt that these two ideas were intimately related. The body of the Constitution forbids states to impair the obligations of contracts, while the Fifth and Fourteenth Amendments speak of the right to property. In addition, the Fifth Amendment includes the right of eminent domain, while the Second, Third, and Fourth Amendments pinpoint specific property rights.

Property, like the other ideas, is big and sprawling and complex. Nevertheless, each of these ideas bears directly on our lives. The nature, scope, and extent of property rights move us into the issues of ecology, monopoly, progress, poverty, the right to a job, the conditions of employment, and the ethical issues growing out of the uses of property in pursuit of the profit motive.

The fifth idea, Power, is mentioned throughout the Constitution. There are separation of powers and division of powers; there are concurrent and forbidden powers. Most important of all, there is a love-hate relationship between the idea of power, on the one hand, and, on the other hand, the ideas of liberty, justice, equality, and property. The dilemma of the power-wielders in a democratic society is that they must protect the lives, health, morals, welfare, and safety of the community, while protecting the liberty, justice, equality, and property of the citizens.

Paul Valery, the distinguished French poet and philosopher, once said that the trouble with the world today is that the future is not what it used to be. Like the generals who are preparing their troops to win past wars, it may very well be that we are educating our young people for a world that will never be.

A major aim of education should be to enable our students to cope with their private and practical problems and to confront the affairs of state with emotional commitment and intellectual stamina. As we approach the two great Bicentennials - - in 1987, the drafting of the Constitution, and in 1991, the ratification of the Bill of Rights - - we must ask ourselves:

> What will our world of privacy look like if we do nothing to change present trends?
>
> Will we be able to manage our practical affairs without that feeling of helplessness which seems to characterize contemporary attitudes?
>
> What will the ideas of liberty, justice, equality, property, and power mean to this generation and coming generations?

Alfred North Whitehead, that great mathematician and philosopher, distinguished inert from ert knowledge. The law studies movement is concerned with ert knowledge because it offers us one way of educating young people so that they can use the law to correct the abuses of the law and to breathe life into the provisions of our Constitution and the Bill of Rights which are mighty shields against those who are determined to use the one-issue fulcrum to alter what has been so carefully preserved for almost two hundred years.

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CIVITAS MUNDI,
or
NOAH WEBSTER REVISITED

SECOND ANNUAL SYMPOSIUM:
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Boise State University
October 8-10, 1981

by

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PROLOGUE

Last year at this conference I shared with you some of the "howlers" I had experienced in my return to the classroom and endeavored to indicate what I saw as the relationship between education and wisdom within a mass education philosophy. Today, I would like to extend this relationship in examining education, wisdom and survival for the human race.

Five triggers have assisted in focusing on this concern.

1. A completion answer on a recent examination which placed Mecca in Greece.
2. A visit to Calgary, Alberta, where I added an epitaph to many I have collected previously from British and American cemeteries and monuments located, as Rupert Brooke so gloriously put it, "in some corner of a foreign field that is forever England," or forever America. This one is at the entrance to the Canadian Pacific Railway Station and reads,

   > "This tablet commemorates those in the service of the Canadian Pacific Railway who at the call of King and Country left all that was dear to them, endured hardship, faced danger, and finally passed out of sight of men by the path of duty and sacrifice, giving up their own lives that others might live in freedom.
   >
   > "Let those who come after see to it that their names be not forgotten."

3. Attendance this summer at a meeting of the International Association of University Presidents in San Jose, Costa Rica, on the theme of "The University of Peace."

4. President Reagan's announcement in August 1981 that the United States Government is proceeding with plans for the neutron bomb.
5. The requirement of the National Council for the Accreditation of Teacher Education (NCATE) that there be a multicultural component in the teacher education program, my own institutional responsibilities as Chairman of the Multicultural Committee at Eastern Montana College, and my experience on a grant to the Northwest Regional Educational Laboratory, Portland, in the Division of Multicultural Education

A mixed bag, you say, and I would agree! Let's see if we can put these together to suggest some directions schools and universities must take if peoples are to survive as a human species of which Pope John XXIII said, "We are all of us one!"

One final opening statement: For those of you whose Latin is "non est," or a long way back, the words Civitas Mundi translate as "Citizen of the World," and it is about that type of global awareness that I want to share some thoughts.

END OF PROLOGUE

THE PAPER

It wasn't serious in terms of points on a test--only two of those--but to think that Mecca was in Greece epitomized the uni-cultural mix that makes up much of our student body in the Mountain West. The confusion is not solely a geographical one, though the Lord knows our students don't have a map of the world conceptualized by the time they get to college. It indicates lack of knowledge of the two great cultures of Greece and Islam. Where was this person when the hostage crisis was on? Hadn't anyone said anything about "The Greek Way?" I know I did; but perhaps the student was away that day. I cannot help but contrast the conversations in today's McDonald's--which seems to center on local gossip, the opposite sex and beer (and I'm not knocking a reasonable amount of the last two)--with the philosophic conversations in Walgreen's Drug Store on 57th Street near the University of Chicago during the days of Robert Hutchins. We were certainly much too Western oriented, but at least we knew something of the underpinnings of our own culture which leads me to my first two points. First, unless we are at home in our own culture, we are in no position to relate to another culture. Second, it is no longer sufficient to know only one's own culture, or what is generally known as the Western European/American culture.

British epitaphs have changed. During the summer of 1979, I studied the Anglo-presence in Malta and Egypt--roughly from the time of Napoleon to the end of World War II. Almost to the end, they were glorious or "vain-glorious" as your sentiment might dictate, dedicated to the value of service to Queen or King and

and Country. Then at El Alamein there were a few that struck a different note. One, with no reference to King and Country, read, "It was a cruel and bitter war." Only during the early part of World War I did the romantic poets write about "the rich dead." Soon the trench warfare provided "I have a rendezvous with death at some disputed barricade," and "What passing bells for those who die as cattle?" And few bomber or fighter pilots in World War II felt as they flew that they "reached out and touched the face of God," as John Gillespie Magee, Jr., wrote in "High Flight." Magee was a son of English parents who lived in the United States, and who went to Canada to join the Royal Canadian Air Force in those years before the United States was involved. He wrote the poem while in training and it served as good recruitment stuff. At age 17-1/2 I was impressionable enough to respond. American reaction to the barbarism of the Vietnam War, documented in every living-room in America on the evening news, undoubtedly hastened its end; and, let me say that I regret the lack of magnanimity we have shown to those who were required to participate as much as I regret the war itself.

What a shame that Horace didn't write, "It is sweet and honorable to live for one's country." Does anyone today believe that a war can end war? Does anyone still need to be convinced of the aftermath of bitterness and distrust that sows the seeds for future wars, or in contrast causes last decade's enemies to be this decade's friends, or vice versa.

We have been brought up with the clock on the Bulletin of Atomic Scientists which moves closer or farther away from 12 o'clock, according to the estimate of how far away doomsday is.

With the failure of Salt II, it has been moved closer and, no doubt, with the projected manufacture of the neutron bomb, it will move even closer. There is no need for me to catalogue for you the horror that has been predicted. "The living will envy the dead," says it all. Or the buildings will remain, and the people will be gone. Perhaps the ultimate proof of the point Richard Leakey makes in his book, Origins, that a culture can grow very little while its tools proliferate.

I trust that you feel more secure each year as your government invests more and more in your protection. Pauline Fredericks, former US correspondent, was in a discussion session I attended in Costa Rica and she said, "Let's call a spade, a spade; the Pentagon is the War Department." We know on which philosophy our country maintains a War Department. It is predicated on, "Prepare for Peace by Preparing for War," and the thought is that Winston Churchill's hope will be fulfilled--namely, that "the balance of terror" will preserve the peace. I would have predicted that a bare majority of Americans would have been in favor of the neutron bomb. At time of writing (18 August 1981) the figures from an Associated Press/NBC News Poll by phone of 1,601 adults were:

31% approved of President Reagan's decision
26% did not approve
35% had not read or heard of the decision
8% were not sure

At San José, Costa Rica, this summer we examined the underpinnings of a different philosophy than "Prepare for Peace by Preparing for War." A new university is to be established in Costa Rica--The University for Peace. It is to be a component part of the United Nations University, which has its headquarters in Tokyo. Its philosophy, in the words of one of its most fervent spokesmen--President Rodrigo Carazo Dio of Costa Rica--is, "If you desire peace, prepare for peace."[1]

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[1] Presidential Commission on the University for Peace, Proposal by the Government of Costa Rica. San José, Costa Rica: The Government of Costa Rice, 1979, p. 7

The list of topical areas to be covered is vast and, as I will point out, those of us invited by the Costa Rican Government have some concerns about the scope. However, these are proposed:

1. Irenology or peace studies
2. Peace Education or the Pedagogy of Peace
3. Human Rights
4. Communication
5. Scientific and Technological Transfer
6. Natural Resources and the Quality of Life
7. Peace and Conflict [2]

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[2] Ibid. p. 32

I wish I had time to address each of these. However, I think you can see the sharp contrast in philosophy between these topics, and the approach of arming not only ourselves but a good deal of the free world--and not so free--as we serve as "arm merchants to the world."

Let us look for just a minute at number 5--Scientific and Technological Transfer. Certainly the United States, which wants to be Number One in profit-making as well as in armaments, is not taking great leadership in sharing the wealth. Prime Minister Pierre Elliott Trudeau of Canada seems to have grasped the point that our future welfare and survival lies in this direction, but the United States only participated in the North-South Summit providing there were no demands from the "have not" nations and no decisions to be announced in a concluding communique.

Toward the close of the 18th Century, Noah Webster wrote in "On the Education of Youth in America" deploring "the want of proper books." He said,

> "The collections which are now used consist of essays that respect foreign and ancient nations. The minds of youth are perpetually led to the history of Greece and Rome or to Great Britain; boys are consistently repeating the declamations of Demosthenes and Cicero, or debates upon some political question in the British Parliament... Every child in America should be acquainted with his own country. He should read books that furnish him with ideas that will be useful to him in life and practice. As soon as he opens his lips, he should rehearse the history of his own country; he should lisp the praise of liberty, and of those illustrious heroes and statesmen who have wrought a revolution in her favor."[3]

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[3] Noah Webster, "On the Education of Youth in America" in Ed. James Wm. Noll & Sam P. Kelly, Foundations of Education in America--An Anthology of Major Thoughts and Significant Actions. New York: Harper and Row, 1970, p. 155

Noah Webster's statement is no longer appropriate and the schools still agreeing with it are irrelevant. If more evidence for the global village is required--in the last 30 years alone U.S. News & World Report lists "8 Ways the Earth Draws Closer Together." A trip to Europe is quicker by 75%; world trade is up 3,225%; U.S. investment abroad, up 1,658% and foreign investment in the U.S. is up 2,000%; U.S. travelers abroad, up 1,093% and foreign visitors to the U.S., up 3,084%; telephone calls overseas up 21,122%; international TV connections up 35,391%; global book production, up 151%; and international mail up 131%. The accompanying script ends with, "All signs are that, barring the unexpected, the trend will continue to pick up speed in the years ahead."[4]

Yet there is much evidence that we have appreciated neither the national village, nor the global village. Paul Simon deals with our egocentric attitude of "Let Them Speak English" in his book, The Tongue-Tied American. A Fall 1980 Regional Needs Survey of teachers and administrators by the Northwest Regional Educational Laboratory, in a study to determine what was "expected" and what was "desired" for the year 2000 in the schools, reported that "Multicultural Education" was 10th in "expected emphasis" and 13th in "desired emphasis" from a list of curricular areas, with 1 as high.[5]

Noah Webster's point of view is no longer enough to maintain either our physical or our psychological security. We live now in a different age, where we are not insulated from other cultures and other cultures are not insulated from us. For our own survival, and for an effective survival, we must pay attention to the actions of the remainder of the world.

What goes on in the British Parliament over Northern Ireland, or over any other issue, does affect us; as does the lack of law and order in Uganda; the efforts of the Unions in Poland; apartheid in South Africa; and what goes on in a country I visited this summer, Belize, scheduled to get its independence September 21, 1981, but fearful of neighboring Guatemala. Belize is one of the most multicultural nations I have visited--a foretaste of what America will be like as immigration permits influxes of non-Europeans to our shores. Are we really ready for the "tired, huddled masses" or more descriptive, "the energetic, striving masses."

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[4] "A World that Gets Smaller and Smaller," U.S. News & World Report, Vol. XCI No. 9, August 13, 1981, p. 56.

[5] Judy A. Bridges and Thomas A. Olson, Regional Needs Survey. Portland, Oregon: Northwest Regional Educational Laboratory, Fall, 1980.

If Noah Webster's statement is no longer appropriate, and schools that follow it--irrelevant, then we need a new statement of "Education in America," a new curriculum in our schools and in our teacher education programs. I am going to start with the negative. By and large--there are exceptions--my students

1. have no geographical knowledge of the rest of the world, even of neighboring countries.
2. have no historical knowledge of any other country than the United States and many are woefully ignorant of the history of the United States, except in terms of events.
3. have no concept of comparative government.
4. have no concept of comparative religion.
5. have no knowledge of significant conbributions to knowledge in a variety of fields made by non-Americans, or by females or by minority individuals in our own country.
6. have no empathy for love of country felt by nationals of other countries.
7. read no local newspaper; read no national newspaper; read no newspaper from another country.

8. have little time frame in the development of the United States and even less in the development of the world.
9. are not curious to find out about differences because differences are frightening.
10. have much sympathy to people who are of a different ethnic group, but no empathy.[6]

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[6] I am indebted for this distinction in multicultural education to Milton J. Bennet, "Overcoming the Golden Rule: Sympathy and Empathy" a paper published in D. Nimmo, Ed., Communication Yearbook 3, International Communications Association, 1979. He says,

> "Empathy describes a shift in perspective away from our own to an acknowledgment of the other person's different experience."

Should it be thought that my observations on the lack of global knowledge are too harsh, a national survey of 3,000 students, done by ETS in conjunction with a study by the Council on Learning, found that "More than one-third of the students--who represented 185 two-year and four-year colleges and universities--reported that they are not even interested in world affairs." On 101 questions on international issues, "education" students were the lowest, averaging 39.8 correct answers. "One senior in five and one freshman in four said they rarely read foreign news."[7]

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[7] "For College Students, Lack of Interest Breeds Ignorance of Foreign Affairs: ETS, Phi Delta Kappan (June 1981) Vol. 62, No. 10, p. 691.

As you are aware, nationally only about 50% of college majors in education actually go into teaching. In my experience in the last five years, it is the more able group that does not go into teaching. We should be mightily concerned that if we need global knowledge for our own security, we are teaching the future generations through individuals who lack it themselves. I predict that the collegiate schools that will move the quickest, and the most thoroughly, into this area in the next 10 years, will be the schools of business because it will pay there! What is honored in a country will be cultivated there! Business has the message of international trade but business students, too, will suffer from the lack of global background of those who taught them in elementary and secondary schools and the lack of global background of those who prepared their teachers.

It is because of such concerns that NCATE has added a multicultural component as one of the Standards for teacher education. The standard reads:

> 2.1.1 Multicultural Education
> Multicultural education is preparation for the social, political and economic realities that individuals experience in culturally diverse and complex human encounters. These realities have both national and international dimensions. This preparation provides a process by which an individual develops competencies for perceiving, believing, evaluating, and behaving in different cultural settings. Thus, multicultural education is viewed as an intervention and an ongoing assessment process to help institutions and individuals become more responsive to the human condition, individual cultural integrity, and cultural pluralism in society.
>
> Provision should be made for instruction in multicultural education in teacher education programs. Multicultural education should receive attention in courses, seminars, directed readings, laboratory and clinical experiences, practicum, and other types of field experiences.
>
> Multicultural education could include but not be limited to experiences which: (1) Promote analytical and evaluative abilities to confront issues such as participatory democracy, racism and sexism, and the parity of power; (2) Develop skills for values

clarification including the study of the manifest and latent transmission of values; (3) Examine the dynamics of diverse cultures and the implications for developing teaching strategies; and (4) Examine linguistic variations and diverse learning styles as a basis for the development of appropriate teaching strategies.

Standard: The institution gives evidence of planning for multicultural education in its teacher education curricula including both the general and professional studies components.[8]

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[8] Standards for the Accreditation of Teacher Education. Washington, D.C.: National Council for the Accreditation of Teacher Education, Adopted May, 1977; Effective January 1, 1979.

It is not any more popular today to stress multicultural education than it was in the heyday of the British Empire. If one knows the one correct answer, why look elsewhere? Queen Victoria was certainly not amused, nor were the John Bulls and the "jingoists," when Rudyard Kipling wrote on Queen Victoria's Diamond Jubilee in 1897, 50 years before the independence of India,

> Far-called our navies melt away
> On dune and headland sinks the fire
> Lo, all our pomp of yesterday
> Is one with Nineveh and Tyre
> Judge of the Nations, spare us yet
> Lest we forget! Lest we forget!

We may be seeing in the moral majority, in the ethnocentric view of the world, in the unwillingness to see that the "melting pot," assimilationist theory of American life hasn't worked--the last thrust before a multicultural dimension overwhelms a unicultural dimension in American society, and before nationalism gives way to either a new autocratic empire or to varying degrees of internationalism a la the EEC.

We are not alone in this country in facing problems inherent in the increased and more rapid mobility of peoples. The whole culture of Britain has changed--as Enoch Powell, M.P., was afraid that it would--as people from the old Empire, particularly the West Indies and people of Indian and Pakistani origin from Asia and from East Africa increase the non-white percentage of the population annually. The country of Malaysia has its difficulties between the Malays and the Chinese; Canada, not only between English and French culture Canadians, but also between the predominantly Anglo-Saxon immigrants, and the more recent immigrants from Central Europe whose allegiance to the British Crown is more tenuous.

Every country in the world has its minorities and its multicultural nature. Some are trying to respond; others are trying to ignore it. Canada has a Minister of Multiculturalism; but the concept is by no means universally accepted. An August 13, 1981, editorial in The Province (Vancouver) deplores the emphasis:

> "Multiculturalism, as a policy, preserves differences. It doesn't help to forge a new identity from the transformed influences of other origins working on a new land. French Canadians at least know what they are. They have a strong attachment to a culture that, while nurtured from French roots, is nevertheless well and truly Quebecois. In fact, in Quebec multiculturalism is a dirty word.
>
> "Why immigrants would want to go out of their way to bring their old ways with them is a typically Canadian mystery. It's such a nice idea, you see."[9]

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[9] "Stanley Park Zoo on a Summer Day Is a Principality of Babel," The Province, (Vancouver, B.C., Canada) Opinion Section August 13, 1981, p. B1.

With few changes, that editorial could be written in any part of the United STates without it ever occurring to the writer that the cultural identity in which to be assimilated is represented by one particular group of immigrants, who happen to have the ascendancy in money and banking, government and law, and in the Canadian case--in bagpiping and tea and crumpets, as well.

There isn't any single route to solving multicultural relationships--local, national and international--any more than a single university for peace will be able to guarantee peace for the world. But the efforts to promote multicultural understanding within, and without, our borders are closely related. Both require the same cultural sensitivities to those who come from different experiences and each serves to focus our attention on efforts to solve differences by removing "either-or" types of thinking as apparent solutions.

The University for Peace forces us to focus on what other universities are doing for peace. There are over 100 colleges and universities in this country with some form of peace studies in operation and these vary all the way from large universities like Harvard and Stanford, to smaller institutions, such as the Church of the Brethren College, Manchester College, Indiana, which had one of the earliest programs. Yet there are over 2,000 four-year colleges and universities.

Those of us who were guests of the Costa Rican Government to analyze and make suggestions about the University for Peace strongly endorsed the concept and appeared to reach consensus on the following points:

The University for Peace

1. can't do all the things that are listed in the prospective curriculum and needs to narrow its focus.
2. shouldn't be just another four-year institution culminating in undergraduate and/or graduate degrees in Peace Studies.

3. should not be age-limited or sex-limited.
4. should provide educational and training services to a variety of clienteles, e.g. from top government leaders (not excluding heads of governments or heads of states) to young people in tertiary education and outside formal education.
5. should be non-ideological.
6. should provide programs of varying lengths.
7. should have an outreach program that encourages other colleges and universities throughout the world, as well as various associations, to develop programs for peace.
8 should consider as essential the International Peace Data and Information Centre. "Its main tasks would be to identify, collect, summarize, analyze, synthesize, evaluate, conserve, promote, and disseminate data and information related to peace."

An essential stage in the effectiveness of educational efforts for peace is the acquaintance of learners with life as it is in the world, and how that life can be modified to generate food, clothing, shelter, physical and psychological security, and mental and spiritual growth for all mankind. Learning, as Ralph Tyler has defined it, is "a change in the way we think, feel and act." We need to change in all three ways more than we have done.

It isn't that we have not changed from Noah Webster's time. We have gone from outside dependence through youthful egocentricity to brash adolescence. This adolescent says, "Look at me. I am the Sun. I am No. 1. If not, I'll spend more money and

and become No. 1. I live in 'God's country.'" What presumptuousness!

And for some of us, that starts on the Eastern Idaho border and extends only as far as the Western borders of North and South Dakota. A few years ago I wrote a short article entitled, "Other Big Skys." It was greeted with some disbelief that there really could be anywhere else where skies could be as big and as blue as in Montana.

My wife, a kindergarten-primary teacher, is always struck with the difficulty of answering a question, invariably asked when she talks about other countries, namely, "But this is the best country in the world, isn't it?" Unless carefully answered, a positive response carries with it two other thoughts: (1) This is the only important country in the world, isn't it? and (2) This country is perfect, isn't it? The disillusionment that follows the realization that neither of these is true is often traumatic resulting in defense mechanisms that are not healthy for the nation. Even with a fairly subtle answer, the students often come back with, "But this is the best country in the world, isn't it?"

NCATE standards mandate that students experience the awareness of other cultures within society--local, national and international. Depending on where we live, various multicultural experiences are available to us in the Northwest. In our states we don't have to go very far to experience life on an Indian Reservation; but how many people have even stopped off at the Crow Agency on their way to the Custer Battlefield--an hour's drive from my home; or at Fort Hall on the way from Pocatello to Idaho Falls, a slightly shorter distance. Two Libyan fighters have been shot down in the

Gulf of Sidra, as I write. What will this mean to most students? Do they even know of the Green Book? Who is the leader of Libya? What have been his relations with other African and Mediterranean countries, with the U.S.? What is the difference between a Libyan Centre and an American Center in a foreign country? What percentage of our oil do we get from Libya? How many American nationals are in Libya? What European countries had involvement in Libya prior to, and during, World War II? What are the religious beliefs of the people of Libya? What would American reaction be to patrolling 25 miles off the coast of Washington state in international waters? I don't ask for expertise on all these questions--only for interest and a stepping away from a uni-cultural point of view, for some curiosity!

Basically, I am saying and I believe the NCATE Standard implies that the same kinds of cultural sensitivities needed within our borders are needed outside. These sensitivities should be manifested by all peoples--but particularly by Americans who have the capacity to cause change, and particularly by teachers, if the schools are to prepare citizens to live in a multiculturally complex world. Noah Webster served America for that time. He needs to be revisited, and there are important steps teacher education institutions need to take to break down cultural barriers within our country and between countries. These are:

1. Increasing awareness by students and faculty of multicultural points of view through workshops, conferences, visitors, media, etc.

(Note: The Multicultural Inservice Training Project of the Northwest Regional Educational Laboratory is in the process of developing "A professional development program designed to assist K-12 teachers and educators..." This should be completed by January, 1982.)

2. Infusions of all courses, both professional education and liberal arts, with multicultural concerns.
3. The development of some specialcourses designed to cover particular aspects of multicultural education: working with specific ethnic groups, evaluation of performance by particular ethnic groups, teaching multicultural populations, teaching classes without diverse cultures about multicultural America (world). Last summer I taught a course at Eastern Montana College in preparing materials for multicultural instruction. At the end of the course, students had specific units with all the necessary handouts, transparencies, activities, ready to use in the fall.
4. The use of materials of all kinds that allow our students to assess how other cultures view issues inside and outside our borders. As Robbie Burns so well put it,

   "Oh wad some power the giftie gie us
   To see oursels as others see us!

   and the next two lines, that are not as often quoted,

   "It wad frae monie a blunder free us
   An'foolish notion."
5. The inclusion of assignments of a multicultural nature in all course syllabi.
6. The requirement of inclusion of multicultural content in all student teaching experiences.

7. The use of maps whenever place names are mentioned--whether they be Wilhelm Wundt's Experimental Lab at Leipzig, Columbus being born in Genoa, Roosevelt-Churchill-Stalin meeting at Yalta, or the Gettysburg address.
8. The employment on faculties of people from diverse cultural backgrounds.
9. The use of resource people from different ethnic groups who live in, or visit, the community.
10. The use of current events to promote multi-cultural understandings rather than just to catalog events.
11. The adoption of an humanistic attitude toward culture. Perhaps we could paraphrase Carl Roger's great statement, "People are just as wonderful as sunsets if I can let them be." We are unwilling to just let cultures be.[10]
12. Provide opportunities for pre- and inservice teachers to debate issues in the multicultural field.
13. Encourage the acquisition by teachers of a foreign language.
14. Encourage travel to places of different cultures in this country and abroad. For the last two summers I have taken courses from Western Illinois University, Macomb, Illinois, as a means of focusing my Independent Travel Study. I didn't need the credits but the requirements of reading ahead, annotating the reading, and making seven

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[10] Carl R. Rogers, Freedom to Learn. Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, p. 236.

observations and conclusions, added rigor to such matters as an interview with the Hon. Said Musa, Minister of Education, Belize, and a visit to a school in Punta Gorda. Please add your own suggestions to this list.

A question that I get very often from students--and I'll admit to being annoyed by it--is, "Will it be on the test?" The questions I have been talking about will be on the test. No, not the nice neat paper and pencil one that sorts people out for administrative purposes of one kind or another, but the test of human survival. Multicultural education, global awareness, peace studies offer some chances to bridge the divisions caused by the inappropriate use of the term "race," to put the doomsday clock back toward 11 o'clock, and to put into practice the Preamble to the Constitution of UNESCO:

> "Since wars begin in the minds of men,
> it is in the minds of men that the
> defenses of peace must be constructed."[11]

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[11] Constitution of the United Nations Educational Scientific and Cultural Organization (1946).

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THE COURAGE TO BE LITERATE AND FREE

By
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> "Education is dangerous. It is enough if the people can count to one hundred and read simple directions. . . every educated person is a future enemy."
>
> Adolph Hitler - 1939

The sentiments of Adolph Hitler, I fear, do not represent an historical disjunctive with today, for this kind of rhetoric is still very much with us. While we might argue that the Germany of 1939 and the United States of 1981 are separated by 42 years and completely different conceptions of the state and individual, it does not negate the fact that the Hitlarian view of education is not unlike the comments we hear coming from many corners of the republic regarding what schools should teach. I bring up pre-World War II Germany not only as a warning, but as a point of contrast for discussing the ideals of courage, literacy and freedom. We could, no doubt, also use George Orwell's warning made in 1949: "In the World of 1984, there will be no art, no history, no literature, no science. There will be no distinction between beauty and ugliness. There will be no curiosity. . . all thought will be destroyed."

The point of these statements by Hitler and Orwell is to suggest that education is always defined within the framework of hope (or lack thereof) which a people hold for the future. As a nation, then, we must know who we are, what we stand for, and where we are going. These notions suggest to me the three questions that were asked by sailors when their ships met in the open seas in the 19th century. They would ask of each other:

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Who are you?

Who is your captain?

What is your destination?

Without this knowledge it is impossible to define education at all. For a free people, the absence of such criteria or standards is particularly dangerous for without them we cannot measure what I will call our "social--driftlessness." It is at this point in time that we become vulnerable to, "a Hitler," "a brave new world," "a Walden II," or any scheme that attempts mind control. This is dramatically possible because without attention to our cultural standards we have no basis for judgment. And without judgment, criticism, review and action there is no democracy.

As a people, we are drifting. . . drifting toward what some have labeled, "friendly fascism". . . or what others call an accelerating change from democracy to oligarchy. . . or what still others claim to be a "welfare state." Whether or not these statements seem harsh is not at issue here. What is at issue is the fact that our democracy is under seige. . . a seige, perhaps, brought on by the forces of ignorance. Or, brought on, in part, by what I would call the force of our own (educators') ignorance. To say the least, educators are challenged by the complexities of funding, curricula, schedules, students, the community, and global interdependence and disruptions. The mere process of maintaining school is more difficult today than it was in previous times, and a sense of hopelessness permeates most enterprises and certainly this is the case with schools. But, shortsighted programs and rhetoric should not pre-empt long run priorities and purpose.

It is at this time and in this place that we must reaffirm our dedication to first priorities and first purpose. . .namely, the democratic ideals upon which this nation was conceived and through which we enjoy a measure of freedom and well being. Further, to extend these blessings to fellow citizens wherever and whoever they are. We must suggest as Jefferson did that if citizens exhibit indiscretion, the solution is not to take power from them but to discharge their indiscretion through instruction (education). Thus, we need, as never before, the courage to be literate and free. Freedom and literacy are parts of the same larger idea. . . they vary directly, and the people who believe that freedom can be achieved without literacy simply do not understand the situation. Freedom and literacy demand work, sacrifice, integrity and perhaps, most of all, courage. It was once suggested by Ernest Hemingway that, "courage is grace under pressure." Today, the pressure is obvious, the question here at issue is whether or not we can muster up the grace.

Let us begin our study of freedom and literacy by asking the question:

What should we know?
(What should we teach?)

The question of what we should know in a democracy must go far beyond the simplistic notions of the "three R's" or "basic skills." While this was sufficient for Hitler, it is insufficient for us. Our charge is clear. . . the first purpose of public education in this country is to keep the republic going. . . to improve its institutions. . . and to work on ourselves so as to continually increase our capacity to be better. We must recognize that limited government is only possible when citizens understand the concepts of rule of law, voluntary compliance, individual standards of craftsmanship, and integrity. This charge means that we understand our democratic heritage and the political and economic systems in which we must all function.

To repeat our question above: What should we know? And, how are we doing relative to this first query for public education in the United States?

In the January (1981) issue of the Kappan (page 308) there is this disturbing note:

> "In tests of attitudes toward democratic responsibilities in contrast to authoritarianism, the average scores for 14-year-olds did not vary much among the advanced nations, but this was not true for the secondary school seniors. The high averages (favoring a democratic system) were those of the students from Germany, Finland, Sweden, and New Zealand. Among the advanced nations, the U.S. and Ireland were lowest. NAEP data confirm the international finding that the least effective aspect of socialization in the U.S. is in citizenship."

Why is this the case?

My guess is that too many American people feel that the knowledge of democratic rights and responsibilities comes with birth. If one is born here, he or she is a citizen and that's that. We fail to take Jefferson seriously when he asserted that the qualities of democratic citizenship are not innate. . . they are the result of education and habit. . . and I would like to add, of discipline and love. Yet, in our elementary schools, we feel justified in devoting little or no time to developing an understanding of democratic citizenship. We are so busy teaching something called "basic skills," (which no one has defined and which, for the most part, amounts to a junk food curriculum diet of busy work) that we have lost our understanding of who we are and where we are going as a nation. Yes. . . our students do learn to read. . . but they have little understanding, little discipline, little knowledge of art, of science, of history, and little love for learning. I fear that the ideology of the "basics" is not unlike the Hitlarian attitude towards education. That is, trained people can be controlled; while educated people are our enemies. What faith in fellow human beings! What trust in democratic principles!

Yes, the level of literacy is simply inadequate today. It is inadequate in the armed services, in industry, and in politics. If we want to be a super-power we must have individuals with much higher levels of literacy than is now the case. Today, more then ever before, it makes no ethical or pedagogical sense to say, "it is enough if the people can read and count."

I do believe in literacy. I believe every student (indeed, every person) has the responsibility (as opposed to the right) to learn how to read and write; listen and speak; compute and argue to know history, science, and art, to think and reason, and to act responsibly within our social, political and economic institutions. Further, he or she has the responsibility to continually improve self and to understand moral behavior and motivation. The point is that all of this is basic to democratic citizenship and it is the responsibility of the public schools to develop enlightened citizens. For America's essence is based upon democratic values. That is, these values, in essence, have created us as a nation and we are accountable to them (as well as to future generations of Americans to whom we must pass on these values). To a large degree this is a question of stewardship. How well have we cared for the heritage of our ancestors and to what degree can we assure its improvement and passage into the future? This is an ethical imperative.

Pedagogically, it is simple-minded to think of the skill of reading, for example, as separate from content, decision making or ethical behavior. This "ideology of fragmentation" must be corrected both within the education establishment and the nation as well if we expect to be literate and free.

But what are the roots of this fragmentation? I submit to you three areas for investigation:

*The concept of adulthood,

*The concept of community, and

*The concept of meaning,

In Search of Adulthood

In the November 2, 1980 issue of the New York Times magazine, Barbara Tuchman stated that it was becoming more difficult to tell where childhood ended and adulthood began. This tendency was due in large measure, she argued, to a loss of quality in work, art and the other activities of life. Neil Postman, in the January (1981) Phi Delta Kappan, asserted in a similar vein that due to television and other contemporary phenomena the concept of child or childhood is disappearing. Soon, says Postman, there will be no need for educators since there will be no children . This, he said, will happen because television has given to children the same language and knowledge which are available to adults. They are functioning at the same level, and thinking about the same things. It seems to be the case that the common knowledge of the society comes no longer from our books on history, science, religion, philosophy, etc. but from the information that comes to us through the television. While it is the case, as both Postman and Tuchman claim, that childhood is a rather modern concept. . . existing only since the 16th century in western society, and while modern technology and lifestyles are threatening the existence of childhood, I would like to argue in the opposite direction, that is, it is not the end of childhood we should fear so much as the death of adulthood, or the severing of our connection with our cultural heritage. We no longer draw upon the wisdom created and stored for us in our heritage. We no longer consult with our forefathers as we rush into the future. We may, indeed, be coming a nation of children who know only the here-and-now of television content.

The characteristics of childhood are worshipped today and with it, perhaps, irresponsibility. My point is simply to state that we must develop a standard toward which our children can move and that standard must start with us. We must demonstrate by the quality of our actions who we are and where we are going. To do this, we cannot be separated from the cultural wisdom. This separation from the cultural heritage is the basic fragmentation. It is a kind of schizophrenia. It is like losing your memory and your conscience.

Since adulthood means that we must be a force for good, for responsibility, and for excellence, we cannot be lacking in depth, in substance nor in accountability toward our cultural ideals. We must assume the stewardship of the ideas embodied in the Declaration of Independence, the Constitution and the Bill of Rights. We must speak for these ideals, for in the final analysis, adulthood can only be manifested in our sense of stewardship, and, in a sense of evaluation. . . knowing what to keep. . .what to leave behind. . .and knowing what to build anew.

In Search of Community

The individual must define selfhood within the human community. This community has a history and a spatial reality. It has an effective communication network and a system of shared values. There are school communities, family communities, town/school communities and even the potential for a world community. There are also communities of scholars. And, by definition, an educator must find his or her identity within such a community. It is within scholarships that the joy of teaching and learning. . .the joy of sharing and growth are found. The intriguing notion about being an educator is that we live in two worlds at the same time. . . the world of here-and-now; and the world of ideas. . . the dreams and hopes of all time and place. And, the educator's task is to explain the former in light of the latter. Without the world of ideas as a background against which to look at the here-and-now there is no chance for logical or ethical decision making. In fact, there is little chance for being human. This gap between the here-and-now and the world of ideas must be addressed by educators, for we must understand and communicate with both worlds or fragmentation will destroy the world of ideas and, then, human life patterns as well. All citizens must come to understand the need for scholarships in the everyday world. And, you and your programs need to be part of the community's conception of education. This kind of communication will also take courage, but if we believe in the world of ideas, the community of scholars, and the necessity for these worlds to be in touch with the here-and-now then we must pursue this task and find the unity of the true community.

While this conception of community is necessary, we must go beyond the notion of community as defined in an anthropological or sociological sense and embrace the concept of community as an ecological system. While it is easy to see the breakdown in the physical ecosystem, it is difficult to see the breakdown in the social or human ecosystem. The evidence, however, shows overwhelmingly that we are in some trouble. Whether we look at marriage and divorce rates, child and wife abuse, suicide, teenage pregnancy, drug use, juvenile delinquency, or the economy, the case for a breakdown in our social ecosystem is clear. We seem unable to control or understand the system. And education shares in the malaise. While some of the trends are debatable, our schools are often defined in terms of alienation and declining test scores. The present conflict between raising a family and making a living has caused most American families to choose between children and job. . . and children are losing. . . at home as well as in school. Our families, our schools, and our neighborhoods are in trouble and yet we adhere to out-moded ideologies and rhetoric. We behave and talk as though we are living at the beginning of the first industrial revolution when we are poised on the brink of new economic and social patterns. We often teach our students as though they were going to live in the 19th century. And, we talk of increasing defense budgets as if our real problems were external. We fail to understand where the first line of defense ought to be. Yet, history has told us over and over again to look to ourselves and our own institutions for decay and collapse.

Improving the human ecosystem must first take account of the fact that primary institutions such as the family must not be overlooked. Family, defined as a unit, where there is time and the resources for members to care for each other. And next to the family is your school. A place where children are loved and, in turn, love to learn. And of all the things which children learn, the most important is an understanding of the human/socio- ecosystem, the fundamentals of citizenship, and the moral character to work for a better community.

We must take more time to care, and to work toward the unity of home, school, and neighborhood. . . that community or socio-ecosystem that is in great need of attention.

In Search of Meaning

It is perhaps in the search for meaning that we need to be most courageous. Meaning is the antithesis of despair. And despair is the absence of love. We will find meaning only in that which we love. And what is it that we seem to love today? People who have studied the situation would argue that it is "self" which we love most. What greater catalysis for fragmentation then love of self devoid of love for others. This self love has produced a dangerous dichotomy between conceptions of the private and public attributes of citizenship. This separation is manifested in the way we think about government or the state. It has come to an "us" and "them" confrontation. We love "us" and hate "them". . . without realizing that the "us" is or equals "them." The sin or separation is not in the critique of government . . . for that is a legitimate function of a democratic citizen. The sin is in the belief that we can exist without others, without law, without ideals, without faith, without truth, without beauty, without justice, and without love. And perhaps our most serious handicap is our willingness as a people to foresake or separate ourselves from our history and, thus, narrowing our perspective of time and ideals to such a point that all we'll have is the present moment. . . and, then, where will hope reside?

The ideology of fragmentation represents and presents the dominant paradigm or world view of our people. Not only is it dominant in divisions like love from sex and life from death. . . it is also pervasive in our separation of rights from responsibilites, duty from joy, labor from craftsmanship, cognitive from affective, content from skills, and private rights from public responsibilities. We view the world as unrelated sections, the environment as separate from people, and the concept of student as something different from the concept of citizen. The ideology of fragmentation forces us to hold to the false belief that literacy and freedom are different ideas and that they can be achieved without courage, work, and dedication. Further, it makes us believe in the false premise that these notions have little to do with the concept of democratic citizenship. We must understand that democratic citizenship is defined in terms of literacy, freedom, and courage. . . together! And we must define education so that the unity of these concepts will resonate to the cultural heritage.

Meaning has to do, then, with unity. . . an understanding of the relatedness of time, of places and people, and of the relatedness of our cultural ideals. This is the literacy toward which education must move. . . to nourish our growth as sensitive, caring, critical, and enlightened citizens.

A Rebirth of Citizenship

This search for adulthood, community, and meaning must ultimately foster the clear understanding that a democracy needs to continually renew itself. That is, it needs men and women who understand and cherish democratic ideals. Our mission, then, is to provide rich opportunities for each student to gain the literacy, courage, and freedom needed to continually probe the questions of:

What is the good person?

What is the good society?

What is the proper relationship between the individual and the state?

These questions must be addressed together, for it is through them that we have the chance to continually provide for the rebirth of democracy. Clearly, it is only the enlightend citizen who can continue our republic and improve its institutions, and it is the first business of the schools to be about this enterprise, for if we fail here we fail absolutely.

Resurgence of Character

Ultimately, attention to true literacy, courage, and freedom can provide hope for the coming decade. Hope is made possible through the development of character, and character is primarly a question of wisdom. This means that quality of character is a function of how well we know, understand, and can use the cultural heritage. . . the wisdom of the human family that we tap when we study history, religion, science, art, etc. There can be no quality of character without this study; and without quality of character there will be no maintenance nor improvement of the human condition. This study, this quality of character is the only route to productivity and happiness, duty and joy, individual worth and social responsibility. And this is the only true endeavor of education. Do you have the courage to demand the kind of literacy and freedom that will provide for the survival of our republic? If you can answer yes. . . please act accordingly!

In closing I would like to share with you a poem which I wrote upon my son's fifth birthday. It is here intended for all sons and daughters, mothers, and fathers. . . our students. . . our fellow citizens. However, it is perhaps, most significant for educators. . . it is, at least, an appeal to you.

My Son

If you see my son today,
Show him the ways of courage
and gentleness;
Talk with him about a leaf,
And of stars and mountains and atoms.
Tell my son of times past,
And of time to come.
Let him touch the space that I knew,
And help him experience peace.

If you see my son today,
Tell him about his father;
What he stood for,
And what he tried to do.
Tell him about the quiet and
gentle man,
About the single and lonely man.
Who touched the soul of life,
But never found love,

Who played among the clouds,
Yet never saw beauty.
Who searched the world over,
Yet never knew truth.

If you see my son today,
Tell him that all we have,
Is love, and beauty, and truth.
And if he would but look within,
To his own soul and body and mind;
He might touch the face of God,
And find joy.

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A Developmental Curriculum Model for Citizenship Education

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SP 019 386

A Developmental Curriculum Model for Citizenship Education

Introduction

Citizenship education is a topic frequently discussed, but seldom have the discussions resulted in really significant changes. As with the weather, we appear to be able to analyze and explain it, but, if educational history is any indicator, we also appear to be nearly impotent in terms of markedly affecting it.

In truth, the schools' inability to make any real impact on effective citizenship education is more than a little frightening. It is not as if really substantial, well-conceived efforts have not been made in the past; indeed there have been many. One has only to peruse the literature describing a number of projects conducted during the 40's and the 50's to be thoroughly convinced that citizenship education is not virgin territory for curriculum planners. There was the Detroit Citizenship Education Study (1945), the Stanford Social Education Investigation (Quillen and Hanna, 1948), the Cambridge Civic Education Project (1949), the Citizenship Education Conferences sponsored by the Maxwell Graduate School of Citizenship and Public Affairs and the School of Education at Syracuse University (Price, 1951), the Kansas Study of Education for Citizenship (Edgar, 1951), the Citizenship Education Project of Teachers College, Columbia University (Improving Citizenship Education, 1952), just to mention a few. If these major efforts from a twenty year period are added to scores of other programs aimed at improving the education of citizens, it is clear that the somewhat discouraging results have not been due to a lack of awareness nor to an unwillingness to tackle the problem. That is precisely why the situation is frightening!

In view of the discouraging picture painted above, why, then, do I present yet another curriculum proposal for what appears to be a terribly complex and seemingly hopeless cause? My response is somewhat like that of the young man who, while traveling through a frozen wilderness alone, fell through the ice. At first he thrashed around as he fruitlessly attempted to pull himself out of danger. Next, he quickly laid plans for distributing his weight on the edge of the ice--only to have that effort fail as well. As he momentarily contemplated just giving in to what appeared to be insurmountable obstacles and sliding slowly under the bone-chilling waters, he quickly decided that that was not an acceptable alternative. On each of his previous attempts he had learned something, and each time some progress had been made, though discouragingly small. No, he would not give up; the stakes were too high. He would try again!

So it is with me. I see some graduates of the schools which should have been affected by the Herculean efforts of the citizenship education projects of the 40's and 50's involved in Watergate, in abscam deals, in junketing and self-serving power plays. I see alarming numbers of those graduates failing to exercise their franchise at the polls--and, when too many of them do vote, they do so with precious little knowledge of what or whom they are voting for. I hear those graduates complaining about what the government is doing to them, without ever realizing that they are the government if they would but be what they should be! I see a nation of those graduates who, in short, frequently are not effective participants in a democratic form of government, but who are too often mere discontented followers of those in leadership positions and, as such, are better suited for a totalitarian form of government. And, yes, it frightens me. For, I hear the warning of Arthur Koestler:

> Freedom being a matter of degrees, the great danger for those who have not been immunized by experience is the smoothness of transition to successive degrees of unfreedom. . . . The great catastrophies of history did not come in one spectacular crash, but by a smooth tobogganing down the slope, which may last centuries or decades. (In Berry, 1952, p. 137)

But, though frightened, I find the tempting alternative of just "giving up and letting it happen" no alternative at all. The stakes are too high! Each time we have tried to improve citizenship education, we have learned something. In addition, each previous effort has resulted in some gains, though admittedly less than needed or desired. For example, there is evidence that the schools do emphasize group work and cooperative planning a little more now than has been the historic tradition. Some evidence suggests that the nationally funded projects of the 60's have resulted in a little more inquiry-oriented teaching which requires more reflective processes. Certainly the events of the 60's and 70's have made the schools more aware of what it means to have equal rights and opportunities for everyone in a free, responsible, democratic society. Therefore, though the picture is not by any means bright, there is reason for hope and cautious optimism. Based on that hope and limited optimism, and on my firm conviction that surrender is no viable alternative for those who would remain free, I have not hesitated to develop yet another proposal for a citizenship education curriculum model.

Developing the Model

So much for the introduction; now, what about the model? Five basic assumptions influenced the development of this curriculum model for citizenship education: First, it was assumed that the goal of citizenship education is the development of competent citizens. Second, an assumption was made that the characteristics of a "good citizen" could be identified and categorized into teaching objectives. The third assumption was that the voluminous information emanating from the work of such developmental pioneers as Piaget, Kohlberg, Loevinger, and Selman could be used as the basis for the sequencing process. The fourth assumption was that the model would be most useful if it focused mainly on skills to be developed and the kind of "practice" needed by students to develop those skills. The fifth assumption held that evaluation, in order to be fully effective, must be both on-going during the teaching-learning process (formative) and comprehensive at the end of the process (summative). (See Figure 1)

The Goal: Competent Citizenship

The goal of citizenship education would appear to be self-evident. In brief the goal can be summarized as follows: Effective citizenship in a nation where the government is of, by, and for the people requires that the people be informed, skilled, and contributing participants in order for that form of government to survive. Since people do not inherit the information, skills, and attitudes necessary for effective citizenship, they must learn them. Developing competent citizens through purposeful education, then, is the goal of citizenship education.

The Objectives: Scope

The process of identifying the characteristics of a "good citizen" is both challenging and frustrating; the possibilities are endless. Countless attempts have been made in the past (See, for a few examples: Core, 1932; Merriam, 1934; National Education Association, 1938; Crary, 1952; Sirica, 1976; and Remy, 1979) and each resulted in a body of characteristics which, though resembling the others in many ways, was nevertheless unique. Nearly a half century ago, George Coe (1932) recognized

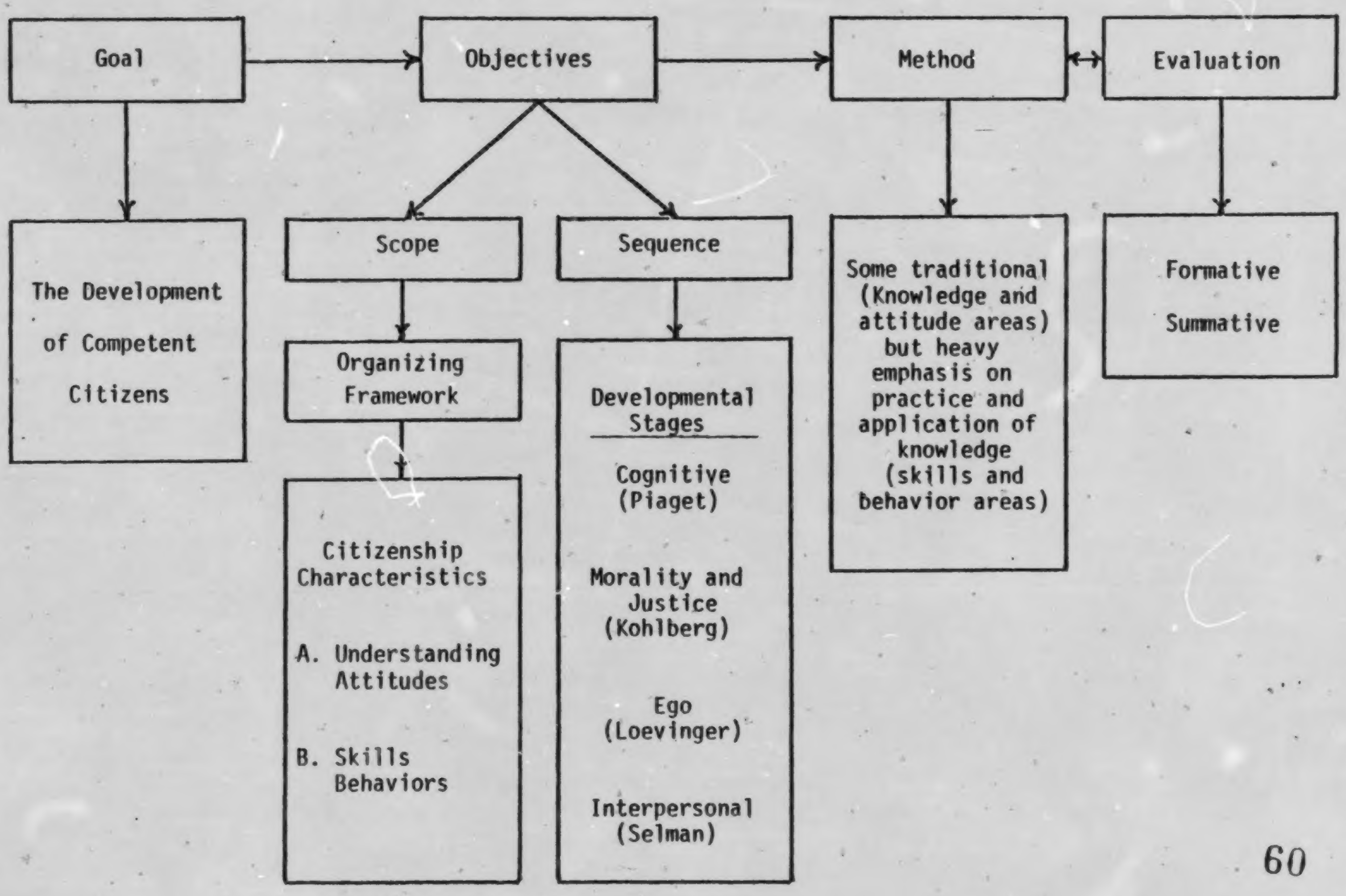

Goal
Objectives
Method
Evaluation
The Development of Competent Citizens
Scope
Sequence
Organizing Framework
Citizenship Characteristics
A. Understanding Attitudes
B. Skills Behaviors
Developmental Stages
Cognitive (Piaget)
Morality and Justice (Kohlberg)
Ego (Loevinger)
Interpersonal (Selman)
Some traditional (Knowledge and attitude areas) but heavy emphasis on practice and application of knowledge (skills and behavior areas)
Formative
Summative

Figure 1. The developmental model for citizenship education.

what the problem was then and, prophetically, what would continue to be the problem for a long time to come:

> There is, in fact, a growing custom that defines the good 'citizen,' for school purposes, in terms that might just as well define the good 'man.' Indeed, any individual or social virtue is now freely taken up by teachers into school standards of 'citizenship.' The distinction between moral training and civic training is being obliterated. Even vocational training at public expense is accepted upon the ground that the good citizen must carry his own weight. (p. 4)

Admitting, then, that the process of identifying the characteristics of a "good citizen" is enormously difficult, if not impossible in any definitive sense, what is to be done? Since the identification of "good citizenship" characteristics is obviously essential in any serious citizenship education proposal, one must admit at the outset that any list of such characteristics will be incomplete and somewhat controversial at best--and then get on with it! The unacceptable alternative is to avoid the task altogether!

While it is true that the proposed model does call for the development of a list of "good citizenship" characteristics, it does not insist on any particular procedure for accomplishing the task, nor does it imply that the efforts of curriculum developers should result in nearly identical products. Therefore, for illustrative purposes only, I will explain one process which I found useful as an approach to this frustrating problem.

Organizing Framework

At the outset, I discovered that the task of identifying citizenship characteristics was made considerably more manageable if I could start with some sort of logical, organizing framework. Arbitrarily I selected Judge John Sirica's (1976) scheme for organizing citizenship characteristics. It was similar to the one used by Starr (1977), but Sirica's idea of using the six characteristics enunciated in the Preamble of the Constitution was very appealing to me. After all, if "the people of the United States" established the Constitution (the supreme law of the land) for the purpose of forming a more perfect union, establishing justice, insuring domestic tranquility, providing for the common defense, promoting the general welfare, and securing the blessings of liberty for them and for their posterity, perhaps they unknowingly established, at the same time, a framework for the characteristics of good citizenship. At least Judge Sirica thought so, and so did I. (See Figure 2)

Citizenship Characteristics

Having chosen a framework for citizenship characteristics, my next step was to identify particular characteristics (in terms of understandings/attitudes and skills/behaviors) which appeared to belong in each of the six categories. (See Figure 2) In an earlier paper (McPhie, Reference Note 1) I explored this process in some detail. For the purpose of this model proposal, and in the interest of space, I shall present the detail of only the first of the six categories (unity) as an example of the process which would be employed throughout. (See Figures 3A and 3B)

As will be noted in Figures 2, 3A, and 3B, the first category has been changed from "union" to "unity." Perhaps Sirica and I both have taken undue liberties with the original intent of the founding fathers, but I suspect they would not object. The words "union" and "unity" both connote oneness, and that is precisely the concept intended in this category. Judge Sirica, however, makes it very clear that he does not mean "uniformity." Rather, he means people, who are dissimilar in many ways, working together toward the achievement of common goals or purposes; who are unified (or one), though different.

In order to identify the characteristics of a citizen who is prepared to participate effectively in a nation of different but unified people

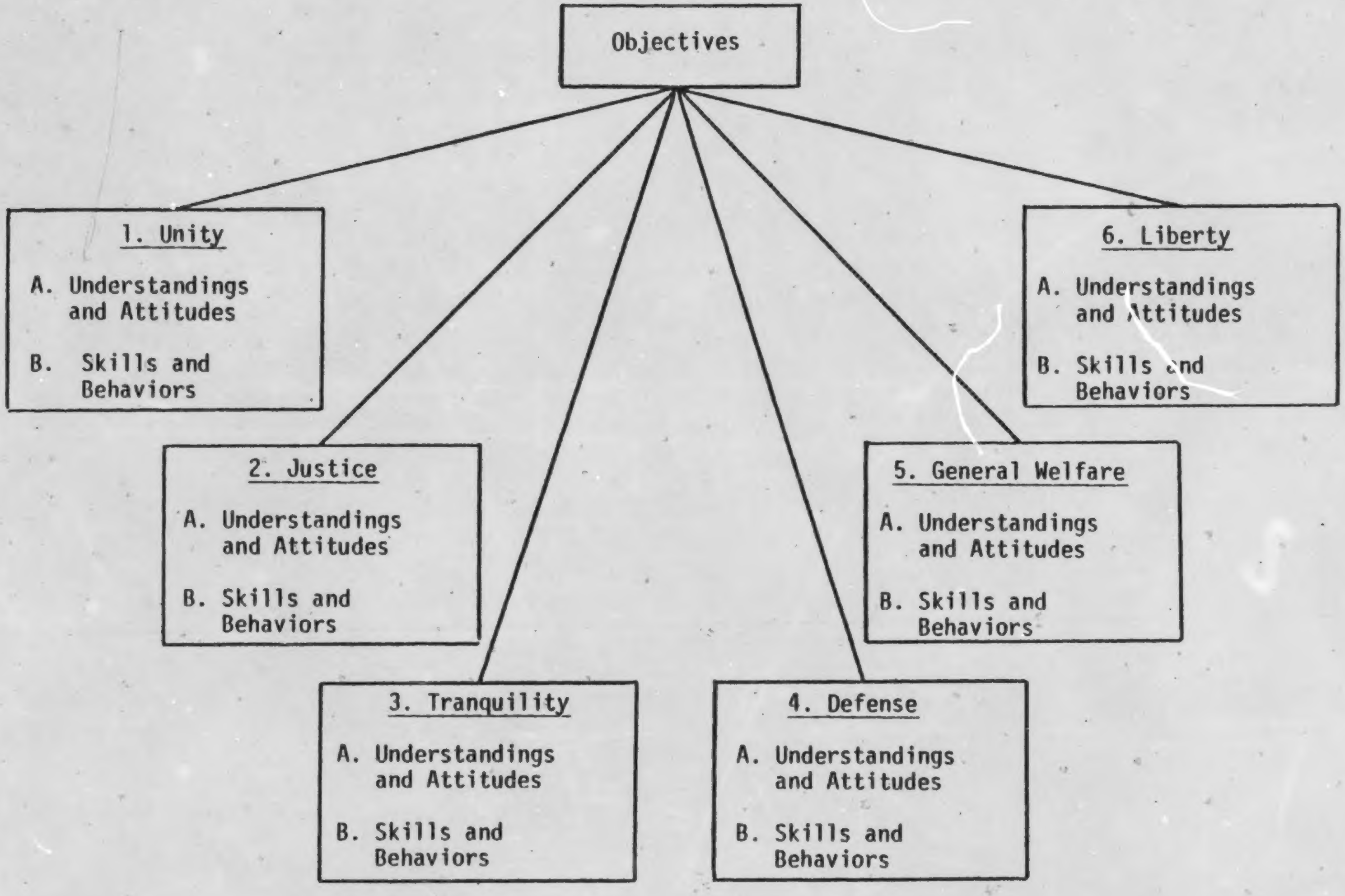
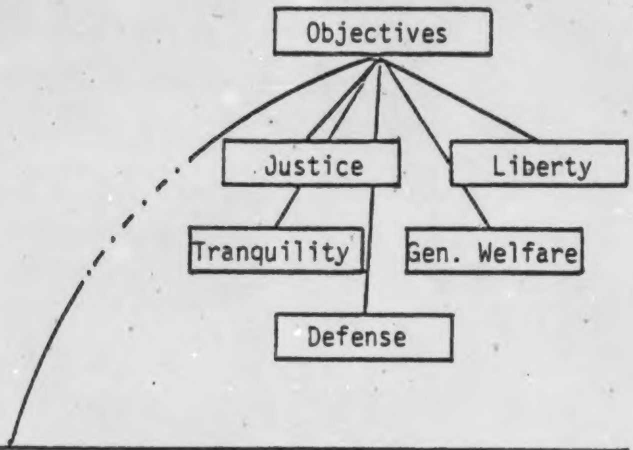

Objectives
1. Unity
A. Understandings and Attitudes
B. Skills and Behaviors
2. Justice
A. Understandings and Attitudes
B. Skills and Behaviors
3. Tranquility
A. Understandings and Attitudes
B. Skills and Behaviors
4. Defense
A. Understandings and Attitudes
B. Skills and Behaviors
5. General Welfare
A. Understandings and Attitudes
B. Skills and Behaviors
6. Liberty
A. Understandings and Attitudes
B. Skills and Behaviors

Figure 2. An organizing framework from the Preamble to the Constitution



1. Unity

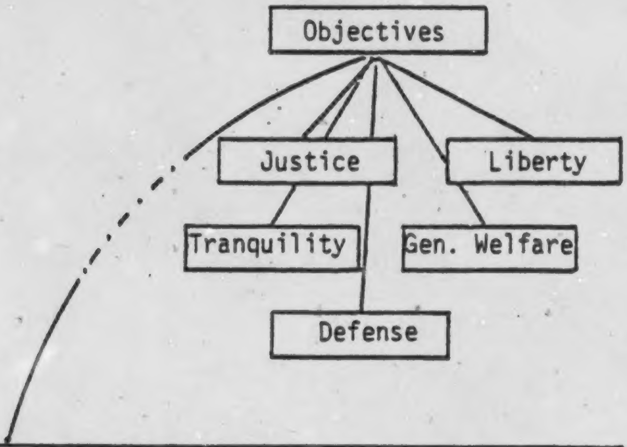
A. Understandings and Attitudes

Students should understand and "feel" that:

1. pluralism and diversity are inevitable and desirable in a free society;
2. people need not lose their identify or uniqueness in order to work harmoniously together to achieve goals which are important to all concerned;
3. because there is strength in sheer numbers, the achievement of a goal is made more possible through unified effort;
4. members of groups each possess strengths and weaknesses which, if identified and "orchestrated" properly, result in tremendous group power;
5. there are effective techniques of social action (e.g., how to win support for desirable legislation) which can be cooperatively employed with others in achieving social goals;*
6. honest compromise is a necessary part of the democratic process;*
7. the best opportunity for a single individual to influence public decision is through cooperation;*
8. etc.

NOTE: Many of the understandings are suggested by Judge Sirica's (1976) commentary. Characteristics followed by an asterisk (*) are taken from Crary (1952, pp. 156-157).

Figure 3A. Citizenship characteristics which deal with understandings and Attitudes within the organizing category of "unity."



1. Unity

B. Skills and Behaviors

Student should:

1. be able to work and interact cooperatively toward common goals with other students and people in the community who have different backgrounds, values, cultures, etc.;
2. be able to identify and maximize the strengths and abilities of diverse people in group action;
3. be able to use honest persuasion and other techniques of social action within a framework of fairplay for gaining adherents to a cause;*
4. be able to compromise intelligently when necessary;
5. participate in organizational activity at the neighborhood level and be able to relate this activity to larger social units;*
6. etc.

NOTE: Characteristics followed by an asterisk (*) are taken from Crary (1952, pp. 156-157)

Figure 3B. Citizenship characteristics which deal with skills and behaviors within the organizing category of "Unity."

(objectives), some basic questions were asked: (1) What must a person know, understand, and believe or "feel" if s/he is to carry out her/his responsibilities in this regard? (2) What behaviors and skills are involved? Once again it was acknowledged that necessarily there would have to be some "selection" take place; obviously not every understanding, attitude, skill, and behavior could, or even should be listed. Too much detail overwhelms the task and leaves it without obvious focus.

Essentially, then, I chose the characteristics that appeared to be most important to me. As detailed in Figure 3A, the characteristics selected included understandings of and attitudes about such things as pluralism, diversity, uniqueness, common goals, group power, appropriate use of individual strengths and weaknesses, social action techniques, cooperation, compromise, etc. The characteristics also included specific skills and behaviors which translate the understandings and attitudes into action (Figure 3B). More will be said later about this when the methods (practice and implementation) are discussed.

The Objectives: Sequence

An important decision in any curriculum proposal is the order or sequence in which the objective are to be considered. Over the years a number of schemes have been used to assist curriculum planners with the sequencing task. Chronological age coupled with increasing complexity and difficulty has been perhaps the most universal procedure. "Readiness," a scheme which involves pretesting and other analyses which will help identify appropriate entry points, has long been popular, especially in reading.

This proposal draws, to some degree, on traditional means of sequencing the objectives as well, but to a large extent the ever increasing body of information provided by developmental theorists forms the basis for the sequencing procedure. Because a major portion of this curriculum proposal is based on development theory, it was titled "A Developmental Curriculum Model." It should be clearly understood, however, that no attempt was made to present a new developmental theory in this work. Rather, it represents a proposal for utilizing the results of decades of work by four recognized developmentalists.

Perhaps one more point should be made with regard to developmental theory before proceeding with an example of the sequencing phase of the proposal. Over the years developmental theory has come under attack from many critics. Developmentalists maintain that human "development proceeds through a sequence of qualitatively different stages, invariantly, so that each stage builds on the previous stage in an hierarchical manner" (Sprinthall, 1978, p. 2). Critics attack the "invariant and irreversible" claims of the proponents and insist that individuals do, indeed, regress, operate at higher stages in one set of circumstances and at lower stages in others, etc. What is important to me at this point for this proposal, however, is not whether there are exceptions to the general developmental pattern, or even whether or not the basic assumptions of invariance and irreversibility of the process are valid; those issues I will leave to the experts. What is important to me is the persuasive evidence (1) that people do tend to develop in "generally" identifiable stages, (2) that an analysis of the stages appears to be helpful in making decisions about what students probably can or cannot do at particular points in their lives, and (3) that giving students tasks which are slightly higher than their current stage of development tends to encourage progress and growth. In other words, I make the assumption that developmental theory can be a useful tool to curriculum makers even though the theory later may be found to be less than totally sound, or even seriously flawed. Though not perfect, perhaps, developmental theory appears to be at least as valid and reliable as any other sequencing scheme currently available to curriculum makers.

Four Developmental Theories

Time and space preclude any extensive description of the four developmental theories to be used in the model. A very brief outline, however, may be necessary to give meaning to the discussion. For that purpose I have attempted to include the bare essentials of each theory or construct in Table I.

It will be noticed that there are both differences and similarities in the theories. Two of the theorists (Piaget and Selman) use flexible and broadly defined age parameters within which to house their developmental stages, while Kohlberg and Loevinger do not. On the other hand, Piaget and Kohlberg both give ascending numbers to their stages as they increase in complexity, but Selman and Loevinger prefer a more flexible coding system. In spite of these schematic differences, the content of the theories is actually very compatible. That this is so should surprise no one; each theory purports to explain the sequential development of a particular aspect of the human being, and each of these aspects is interrelated with the others. Thus, the development of ego, moral judgment, and interpersonal skills is directly related to the development of cognition. Selman focuses on social role-taking, but this same phenomenon is a critical component of Kohlberg's theories on moral judgment. Much of Kohlberg's and Loevinger's theory is mutually supportive.

Applying Developmental Theory to the Objectives

A brief look at some of the citizenship characteristics which were identified as objectives under the first category (unity) of the organizing

TABLE I

Developmental Theories and Constructs

Cognitive (Piaget, 1970, and Hersh et. al., 1979)	Moral (Kohlberg, 1976, and Hersh et. al., 1979)	Ego (Loevinger, 1976, and Sprinthall, 1978)	Interpersonal (Selman, 1976, and Sprinthall, 1978)
* Sensory-Motor Stage (I) (Birth to 2 years)	Pre-Conventional Level (I)	* Presocial Stage (Code 1-1) No ego, autistic.	* Ego Centric Stage (Code 0) (3 to 6 years) Parallel play-difficulty in distinguishing between self and others.
Dominant activities are concerned with muscular control and coordination. Mental activities concern construction and reconstruction of objects and events. (Arbuthnot and Faust, 1981, pp. 34-35)	* Stage 1: Heteronomous morality. Obediance and punishment orientation.	* Symbiotic Stage (Code 1-1) Undefined ego in close relationship with mother figure.	* Social-Informational Stage (Code 1) (6 to 8 years) Can see own perspective and one other person's, main focus remains on self.
* Pre-Operational or Intuitive Stage (II) (2 to 7 years)	* Stage 2: Individualism, instrumental purpose, and exchange. Naively egoistic orientation.	* Impulsive Stage (Code 1-2) Impulsive, fear of retaliation.	* Self-Reflective Stage (Code 2) (8 to 10 years) Sequential role-taking. Can understand self and others perspective in concrete terms, but not simultaneously (e.g., "taking turns").
Child still lacks ability to think about problems or to perform mental operations without having to perform actual physical operations. Mental activities include the acquisition and development of symbolic function. Reasoning is transductive. (Arbuthnot and Faust, 1981, pp. 36-37)	Conventional Level (II)	* Self-Protective Stage (Code Δ) Fear of being caught, externalizing blame, opportunistic.	* Mutual Stage (Code 3) (10 to 12 years) Beginning of mutual role-taking, simultaneous process of self and others (still largely concrete framework).
	* Stage 3: Mutual interpersonal expectations, relationships, and interpersonal conformity. Good-boy orientation.	* Conformist Stage (Code 1-3) Conformity to external rules, shame, guilt for breaking rules.	
	* Stage 4: Social system and conscience. Authority-and-social-order maintaining orientation.	* Conscientious-Conformist Stage (Code 1-3/4) Differentiation of norms and goals.	
	Post Conventional or Principled Level (III)	* Conscientious Stage (Code 1-4) Self-evaluated standards, self-criticism, guilt for consequences, long-term goals and ideas.	
	* Stage 5: Social contract or utility and individual rights. Contractual legalistic orientation.		

TABLE I CONTINUED

Developmental Theories and Constructs

Cognitive (Piaget, 1970, and Hersh et. al., 1979)	Moral (Kohlberg, 1976, and Hersh et. al., 1979)	Ego (Loevinger, 1976, and Sprinthall, 1978)	Interpersonal (Selman, 1976, and Sprinthall, 1978)
* Concrete Operational Stage (III) (7 to 12 years) Child acquires the ability to manipulate mental representations in problem solving (i.e., to think). (Arbuthnot and Faust, 1981, pp. 37-38) * Formal Operational (IV) (12 years and older) Capacity to think about thinking. Can construct and test hypotheses. Can hold one variable constant, while manipulating another. (Arbuthnot and Faust, 1981, pp. 38-39)	* Stage 6: Universal ethical principles. Conscience or principle orientation.	* Individualistic Stage (Code 1-4/5) Add: Respect for individuality. * Autonomous Stage (Code 1-5) Add: Coping with Conflicting inner needs, toleration. * Integrated Stage (Code 1-6) Add: Reconciling inner conflicts, renunciation of unattainable. NOTE: Add means in addition to the description of the next higher stage.	* Social and Conventional Stage (Code 4) (12 to 15 years) Awareness of subjective nature of interpersonal relations. Greater depth of feelings. Abstract and simultaneous perceptions (e.g., "The adolescent as psychologist").

framework (Figure 3A) helps us to see how the developmental theories can be of use. The first characteristic suggests that a good or competent citizen would both understand and have positive feelings toward the idea that "pluralism and diversity are inevitable and desirable in a free society." Now, at first, that doesn't appear to be such a big order. We might even be lulled into thinking that such a straight forward concept could be dealt with rather easily, beginning with some relatively early grades. After all, can't that concept be translated into rather simple language? Doesn't it simply say that "We are all a little different in some ways and, as long as we are free to be different, those differences will remain, and will make life more interesting in so doing"? Of course it does.

But does simplifying the language necessarily simplify the concept? Do we delude ourselves into thinking that the real problem is language alone? Let's take a look at the concepts involved: pluralism, diversity, inevitability, desirability, freedom, society! Many of these concepts are fairly complex and abstract. Using simpler language may communicate more clearly and, therefore, help some students, but obviously the complexity and difficulty involved in a concept are not altered by applying different labels.

What happens, however, when we attempt to decide when such concepts should be taught in the light of developmental theory? First, pluralism, diversity, and society are all concepts which require the learner to be aware of self, others, and various roles to be played. The ego-centric nature of a child during most of the elementary school grades, as described in Selman's first four stages (up to age 12), suggests that it will be difficult to get students to clearly understand such concepts at this stage of their development. In addition, the strong orientation toward conformity, concrete mental processes, and relatively superficial reasoning evidenced by students who are at Piaget's Concrete Operational Stage (7-12 years), Kohlberg's Stages 2 and 3, and Loevinger's Conformist Stage would appear to give additional support to the recommendation that concepts such as pluralism, diversity, and society should probably receive heaviest emphasis during the secondary school years when development is more advanced. (See Table II) The wisdom of such a recommendation becomes even more evident when one realizes that, even at the secondary level, it has been widely estimated that no more than half of the students ever develop the ability to use Piaget's formal operations in their thinking, and that the majority of teenagers tend to level off somewhere between Kohlberg's Stages 3 and 4 and Loevinger's Conformist Stage! (Sprinthall, 1978)

As we analyze some of the remaining objectives under the organizing framework category of unity (Table II), we are able to apply the principles of the developmentalists in similar fashion. Maintaining one's identity while working harmoniously with others towards common goals is a concept which has elements which are fairly complex, requiring some formal operations, mutual role-taking, differentiating of norms and goals, and at least moral reasoning at the advanced conventional level. On the other hand, simply banding together to achieve a goal is a less demanding concept which can derive much of its motivation and vitality from sheer emotion. Thus, the concept can be introduced at an early stage of development, but needs to wait for further stage development before a heavier emphasis is employed at a time when both the simple and the complex are combined.

The third objective, which involves a relatively simple concept of strength in numbers, can be approached by students who are still very

TABLE II

Objectives	Required Stage of Development				Suggested Placement*			
Unity Understandings and Attitudes:	Piaget (Cognitive)	Kohlberg (Moral)	Loevinger (Ego)	Selman (Inter-Personal)	Elementary		Middle	Secondary
1. Inevitability and desirability of pluralism and diversity in a free society.	Formal Operational Stage IV	Stages 3-4	Conscious Conformity Code 1-3/4	Mutual Stage		x	xx	xxxx
2. Group effort in harmony toward a common goal.	Concrete Operational Stage III	Stage 3	Conformity Code 1-3	Mutual Stage	x	xx	xxx	xxx
3. Power of numerical strength.	Concrete Operational Stage III	Stage 3	Conformity Code 1-3	Self-Reflective Stage	x	xx	xx	xx
4. Power through proper use of individual strengths.	Concrete Operational Stage III	Stages 3-4	Conscious Conformity Code 1-3/4	Mutual Stage		x	xx	xxxx
5. The science of social action.	Formal Operational Stage IV	Stages 3-4	Conscious Conformity Code 1-3/4	Mutual Stage		x	xx	xxx
6. The necessity of honest compromise.	Formal Operational Stage III	Stages 4-5	Individual Stage Code 1-4/5	Social & Conventional Stage			xxx	xxxx
7. Maximizing an individuals influence.	Concrete Operational Stage III	Stages 2-3	Conformity Code 1-3	Mutual Stage		x	xx	xx

*Degree of Emphasis:
x slight
xx moderate
xxx heavy
xxxx very heavy

much self-centered and who are relatively undeveloped in terms of formal thought, principled reasoning, ego, or interpersonal relationships. At base, the concept involves what may be nothing more than a selfish power play. Early introduction of the concept, therefore, is realistic. Hopefully, however, continual emphasis at later stages of development will refine the concept into one which is governed by principles of justice and mutual benefit as well.

Again, space precludes a discussion of all of the items. However, a careful perusal of Table II, coupled with the explanations given for the first three objectives, may be sufficient to clarify the intended use of developmental theory in this model.

One last comment is perhaps in order before leaving our discussion of the model's objectives, and moving on to a discussion of the recommended methods of instruction. While it is true that I have used developmental theory to help me decide at what approximate point certain concepts should be introduced into the curriculum, it is also true that I am cognizant of the fact that curriculum builders have a much more complex responsibility than simply inserting objectives at existing stage capabilities. As reported earlier in this paper, researchers have found that individuals tend to level off in their development with the result that many individuals (even most) never achieve their potential. It has also been determined that the most effective way to motivate students to move beyond a particular stage of development is to challenge them with a task which is at a slightly higher stage than their current status. According to Sprinthall (1978)

> as our society and educational practice is currently organized, the person's system of thinking tends to undergo few changes after adolescence. As we noted in a previous section on Piaget's theory of cognitive development, growth to the place where one uses "formal operations" and, so, engages in abstract thinking, demands a stimulating curriculum (i.e., the curriculum needs to

> actually promote, not just assume, development). It would seem that the same need exists if adolescents are to develop their ability to think about and make moral judgments about the ever-present questions of social justice. (p. 9)

Therefore, though the model uses the basic theory as a sequencing tool, it also envisions the incorporation of concepts and experiences which are at slightly advanced stages in order to utilize this important aspect of the basic theory.

Methods

Nearly thirty years ago, Foshay penned a pedagogical statement of dramatic importance. Said he, "There is no alternative to direct practice as a way to develop a skilled behavior. If one is to learn to do a thing, one must practice the doing of it. The more one knows about the thing he wishes to become skilled in, the better. But he can learn the skill only through practice." (1952, p. 86) Though this quotation is but one of many which echo Dewey's concept of "learning by doing," it is nevertheless a clear statement which provides the basis for the methodological approach urged in this model. Certainly some of the conceptual objectives require a knowledge base provided by the study of history, political science, sociology, and other academic disciplines; there is no intention of ignoring this need. The major focus, however, is on the process of identifying suggested activities which involve the students in the practice of skills and behaviors implied by the conceptual and attitudinal objectives.

For example, in the organizing framework category of unity (Figures 3A and 3B), seven understandings and attitudes were identified. From those understandings and attitudes, five skills and behaviors were derived. In Table III, the first two skills and behaviors are presented, along with some suggested activities which will involve the students in the practice, either directly or vicariously, of those skills and behaviors. At the risk of being redundant, let me repeat the importance of this process. It is one thing to teach students to understand, and even believe in, such concepts as pluralism, diversity, harmonious cooperation, etc. It is quite another thing, however, to teach them to put those concepts into action, to skillfully, dependably, and regularly employ that knowledge. Most Americans understand the process of voting and believe in that democratic process, but most Americans don't vote!

As in previous segments of this paper no attempt has been made at a comprehensive explanation; only an example or two have been given for the purpose of clarifying the intent of the methodological portion of the model. Though no recipe can be spelled out, the examples given suggest that, after the understandings and attitudes have been identified for each of the categories in the organizing framework, careful analysis can reveal behavior and skills which a person would need to acquire in order to implement what is known and cherished. Once those behaviors and skills are identified, teachers can create an endless number of activities which *actually* involve the students in the practice of the behavior(s) and/or skill(s). It is the thesis of this model proposal that such practice is as important (more important?) as the acquisition of the understandings and attitudes themselves! For, if our citizens are to do more than just "know" and "believe," they must acquire skill in "doing." In addition, the very act of "doing" will afford opportunities to clarify concepts in very meaningful ways, creating a sense of reality for what has been learned.

One concluding thought on method: practice of a skill or behavior can be accomplished in ways that involve direct or indirect application. Thus, problem solving skills can be practiced in terms of solving a science or math

TABLE III

Unity (See Figure 3)

B. Skill or Behavior	Suggested Activity
1. Ability to work and interact cooperatively toward common goals with people who have different backgrounds, cultures, values, etc.	1a. Assign students (individually or in groups) to develop school and/or community service projects on an intra-school or inter-school basis. Challenge them to work with a partner/group with whom they share very little in common except the project goal. Projects might be such things as: school or community clean up, campaigning efforts, educational projects aimed at diminishing prejudice, raising scholarship funds, etc. Significant differences in partners/groups might be such things as: socio-economic status; race or ethnicity; rival schools, clubs, "gangs," teams; religion; academic achievement; etc. Whatever variations of this activity are employed, the central purpose is the provision of opportunities to practice working toward a common goal with others with whom we might not "naturally" associate. 1b. Etc.
2. Ability to identify and maximize the strengths and abilities of diverse people in group action.	2a. Have students work with exercises such as one of the Stanford's Murder Games* or Five Squares** which point clearly to the necessity of working cooperatively together toward a group goal through maximizing the particular strengths and contributions of each of the participants. 2b. When working groups (for whatever purpose), remind students to function as if they were athletic coaches, i.e., to analyze group members for particular strengths which might be utilized in fulfilling the group's goal. The students should be reminded to practice this procedure until it becomes habitual whenever group processes are used. 2c. Etc.

*G. Stanford and B. D. Stanford, Learning Discussion Skills Through Games, New York: Citation Press, 1969.

**"An Experiment in Cooperation: Cooperation Squares Game," National Training Laboratory Institute, 1970.

problem, or they may be applied to problems more directly involved in democratic decision-making. Both, perhaps, are beneficial activities in developing skills, but studies tend to indicate that the more beneficial practice will be that which is most closely related to the desired applications of the skill. Therefore, as teachers we need to identify, as specifically as we can, the skills and behaviors necessary for competent citizenship, and develop activities which provide practice in those specific contexts, or as closely thereto as possible.

Evaluation

The evaluation segment of the model can best be described in two words which were introduced by Scriven (1967): formative and summative. Pratt (1980) defines these two terms about as clearly and concisely as anyone: "The function of formative evaluation . . . is to monitor student progress in learning. It is contrasted with summative evaluation, which follows instruction and evaluates the achievement of objectives." (p. 342)

Originally, Scriven used the terms to describe how curricula could be evaluated. Later, the logic of evaluating while the project was in process, as well as at its conclusion, was so compelling that the terms have been widely used to describe the achievement of students as well. Certainly, it is my intent for the future, as it has been in the past, to evaluate each step of this curriculum proposal as its various segments are put to the test. Already several modifications have been introduced and portions of the model tried again to see if the changes resulted in improvement. The model, as yet, has not been translated into a full-blown, detailed curriculum plan, and, therefore, no summative evaluation has been possible.

Of greater importance for the purpose of this model, however, is the application of formative and summative evaluation as a means of monitoring student progress. Once specific concepts and attitudes have been identified and specific skills and behaviors have been derived from them, and once appropriate methods and techniques have been devised which will involve students in the practice of the skills and behaviors, the actual implementation of the curriculum needs constant monitoring and evaluation to determine how effective the activiites are with each of the students. Not all of the students will be at the same stage of development; as a matter of fact, we could expect all students to be at slightly different stages of development. Not all students will react to methods and techniques in the same way, and to the same degree. The need for formative evaluation will be critical.

Since citizenship education is an on-going process which, in a sense, starts long before the students enter school and continues long after they graduate, it is difficult to say when summative evaluation would occur if we are to take the term in its most literal sense. Realistically, however, there are divisions in courses and programs (i.e., units of work, completion of a course, etc.) which provide natural stopping places in which to evaluate how well the objectives have been achieved. In this sense, evaluation will be both formative and summative at the same time, for it will be formative in terms of the on-going, never-ending task of educating citizens, and it will be summative in terms of the completed segment of work.

In general, there will have to be a wide variety of evaluative techniques employed if the evaluative efforts are to be compatible with the model. Understandings can be evaluated with traditional methods of testing. A number of published citizenship tests are available for this purpose (Gallup, 1977, pp. 213-221; Westin, 1965; etc.) and most teachers have achieved competence in developing testing instruments of their own which are capable of determining the degree to which concepts and information have been understood and retained. More specialized tests which deal with attitudes are also commercially available.

It is the assessment of progress in skill development and behavioral proficiency which has largely been neglected in the schools, however. Evaluation of these objectives will have to be accomplished by using techniques which are underused and/or misunderstood. Skills and behavior need to be observed over a period of time in order to establish whether or not there has been growth. This means that specific behavior must be selected for observation and someone needs to make brief notations about what has been observed relative to that behavior. Later, notations from a similar observation can be compared with the first to see what development has occurred. For example, the skill of cooperating with someone from a different background in the achievement of a common goal is one that can be "looked for" and recorded early in the year. As relevant concepts are taught and as the students have a chance to practice the skill in various assignments, additional observations can be made to determine if change is taking place.

The whole process of ethnographic study has an important role to play in evaluating students for data which do not lend themselves to paper and pencils tests. Understanding and recording behavior in the context of environment becomes an especially important tool in the hands of a teacher who wishes to determine if his/her students are really making progress in becoming competent, skillful citizens.

In Conclusion

Briefly let me just summarize what I have proposed in this paper, and then make a few concluding remarks. I have proposed a curriculum model which has as its sole purpose the development of competent citizens. I have begun, as have some others before me, not with courses or disciplines, but with characteristics of "the good citizen." I have suggested that these characteristics might be most easily identified by beginning with some organizing framework, and I have chosen citizenship categories enunciated in the Preamble to the Constitution to serve that purpose. Using the first category (unity) as an example, I have attempted to demonstrate how appropriate characteristics might be selected, and how those characteristics might be divided into two types of teaching objectives: (1) understandings and attitudes, and (2) skills and behavior. Next I have attempted to demonstrate how information derived from four developmental theories might be used in an effort to sequence the objectives for instruction. Following this, I have given some brief explanations (with examples) as to how the objectives might be achieved, assuming that traditional methods would be used for part of the task, but giving most emphasis to activities which involve the students in practicing democratic skills and behaviors. Finally, some general recommendations have been made in terms of evaluative procedures which appear to be appropriate for this model.

Two questions remain to be addressed before concluding this paper. The first asks: "Where would this curriculum be taught? in which course? or courses?" Citizenship education is the responsibility of the entire school system; it is not a unit of study to be "covered" in some course! If we can believe eminent historian R. Freeman Butts (1979)

> the fundamental reason why the founders of this Republic proposed universal common schooling was the political reason that

> education of the public was essential for a democratic society devoted to liberty, equality, popular consent, and personal obligation for the public good. Universal education was not primarily to serve the self-fulfillment of individuals, or to develop the mind for its own sake, or to prepare for a job, or to get into college. The prime purpose was the welfare of the Republic, which would not survive or prosper apart from an educated citizenry. (p. 359)

Therefore, it is proposed that this model be implemented through a two-pronged attack. First, many, perhaps most, of the objectives involving understandings and attitudes appear to fall naturally into existing courses such as history, sociology, civics, problems of democracy, cultural geography, anthropology, economics, and law-related studies. As long as teachers of these courses keep the citizenship education objective and responsibility clearly in mind, these courses can serve as effective vehicles for teaching concepts, developing a knowledge base, and clarifying attitudes. The second part of the attack, however, involves every teacher in the school. It implies the necessity of teachers becoming familiar with democratic principles and their application to daily behavior. It implies the responsibility of every teacher to help students, for example, to learn how to cooperate and work with each other toward common goals, though substantial differences in culture, race, ethnicity, religion, etc. may exist among them. Such education can take place in the math class, the English class, the science class, the shop class, the physical education class, etc., etc. It not only can take place in all classes, it is the thesis of this proposal that it must do so if the education is to be effective. Appropriate citizenship behavior is not just something one does in a civics class!

The second question asks, "When will teachers have the time to do what is implied in this proposal? Even if the objectives and activities were identified by curriculum makers, it takes time to practice skills and behaviors. It takes even more time to observe such behavior for evaluative data. When will busy teachers find time to do all of that?" My response will undoubtedly fall short of satisfying everyone, but allow me to make an attempt anyway.

If the kind of thing I am proposing *needs* to be done in order to develop competent, contributing, and functioning citizens; if the kind of thing I am proposing *needs* to be done in order to insure the very survival of a free and democratic way of life; then, it *needs* to be done! We need to find ways for teachers to have the time to do what is necessary. That may indicate that we will need to re-assess what we as educators are doing currently. Perhaps, in terms of our objectives, we need to attempt to do *less* and then do what we do better, in more depth, with longer lasting results. We may need to ask ourselves questions such as: "In terms of what is really important, should I delete certain segments of my course, or even much of the detail in particular lessons where detail is just not essential, in order to provide time for the incorporation of skill and behavior activities. Are there alternatives to my customary assignmnets which would achieve my goals and still provide practice in democratic skills? Can I utilize student help, volunteer assistance, and creative new approaches which will let me include something of critical importance in my professional mode of operation?

In my judgment, if the answer to those questions is "no," then we are in serious trouble, for there is too much evidence that we are losing ground, that we are "tobogganing down the slope," and that we are in danger of literally giving up a way of life we espouse and cherish. If the answer is "yes," then there is hope, for, while this proposal may be far from the answer to citizenship education problems, the ability of teachers to recognize the critical nature of the problem, and their willingness to sacrifice time, energy, and tradition in order to respond to the problem, would be encouraging indeed.

Obviously, I hope that this modest proposal will make a contribution. But whether the needed help comes from this proposal, or from another yet to emerge from whatever source, we must keep thinking and keep trying because there is no viable alternative; the stakes are too high!

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BRAIN RESEARCH AND EDUCATION:
AN OVERVIEW

Dr. Kenneth L. Hill

When one teacher greets another with the familiar, "What's new?" you can be reasonably confident the query has nothing to do with teaching. What significant things do we know about teaching now that we didn't know fifty thousand researches ago? Aside from use of technology and a proliferation of educational jargon, both of which are slightly suspect, teaching really hasn't changed very much in the last few decades. In fact, there are sufficient numbers of people who believe teaching used to be better than it is now that we are witnessing a return to old methods and old curricula.

I have tried to analyze why teaching has not progressed very rapidly. Let us assume that the terms "science" and "art" are appropriate ones in which to categorize teaching. If teaching is a science, then there is something amiss. The strides made in virtually every field of the traditional scientific disciplines are gigantic. Why not the science of teaching? On the other hand, if we view teaching as an art, we may be able to make different and perhaps, even positive comparisons. Can one be sure that the period separating Michelangelo from Picasso was one of great progress, or that from Bach to punk rock showed vast improvement? I am tempted to assert that teaching is definitely an art and is, therefore, faring no worse than some other art forms, and perhaps significantly better.

Of course, teaching is neither a science nor an art, and the effort to make those analogies may have been detrimental to our cause. Recognition of the weaknesses of those comparisons might

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help alter the course of research by directing our thoughts to teaching as teaching, and letting our brains carry us where they will, unrestrained by inappropriate analogies. The types of research that have had such minimal payoffs include those that examined teacher personality and some aspect of learning (teaching as an art) and process-product studies trying to determine that if "X" occurs, "Y" will follow (teaching as a science).

A major part of the problem lies in the complexity of human beings and the content we try to teach. What we are confronted with is a teacher who has in excess of ten billion neurons, each with as many as fifty thousand synaptic connections, teaching a group of students, each of whom has about the same number of cranial possibilities. If this were not enough, teaching becomes even more complex when we must consider the variety of subject matter, the infinite environmental possibilities, and the ever changing nature of brains, content and environment. The variables are so absolutely overwhelming that there isn't a chance we will ever be very good at determining cause and effect. Yet, to state that teaching is an art is nearly tantamount to giving up our search for improvement.

For those of us who would like to find new and better ways to teach, the most optimistic outlook seems to be, "The road is rocky, but it may lead us nowhere." There is no doubt that there are many problems ahead, but I do believe there is a reasonable chance of success, and the rest of this paper is devoted to how that success might come about.

First, let's not compare teaching to science or art. If we must, let's compare teaching to "doing" science and "doing" art, for this is a better analogy. Sometimes doing science means lucking out and having a raw egg too close to an experiment with microwaves, or having a dream about standing on the sun, watching the planets revolving and awakening to knowledge about the structure of the atom. Writing good literature is sitting down and forcing yourself to type four hours per day, or getting advanced doses of tuberculosis, syphillis, and alcoholism before you write a classic.

If we are ever to make significant advances in pedagogy we must first abandon any beliefs that there are right and wrong ways and that, at least for the next ten thousand years, we will never fully understand human beings. Teaching must be considered more analogous to being a good wife or husband, being a faithful friend, or being a good president. Teaching comes very close to living. It involves the totality of our being to such an extent, if one could tell people how to teach, one could also tell them how to be.

What we need, then, is a large repertoire of responses and strategies involving how people learn. Until something better comes along we'll have to depend largely upon the human capacity we refer to as "intuition" to decide when to do what. If this appears to be a mindless approach to teaching please consider that the potential of the human brain is nothing short of fantastic, yet it has absolutely no introspective powers. Why should we fail to use this magnificent power just because we don't understand it? Perhaps biologist Lyall Watson's quote is appropriate here: "If the brain were so simple we could understand it, we would be so simple we couldn't."

Aside from acceptance of the above proposition of intuiting when to use teaching strategies, the hope, then, for improved teaching lies in increasing our knowledge about differences in individual learning styles and in how people can learn. Continued reliance on just two disciplines, psychology and pedagogy, won't be sufficient. We have at our disposal the findings from a number of new and old disciplines that cannot be ignored. We can gain new insights from brain research, ethology, anthropology, psychobiology, sociobiology, etc. It is the responsibility of educators to synthesize the relevant findings from these fields for practical application in the classroom.

If teaching and learning can be improved by attending to a wide range of disciplines, four of the areas of study which appear to be promising are the following:

1) Evolution of the brain
2) Post-natal growth of the brain
3) Sexual dimorphism in the brain
4) Concepts involving left/right hemisphere differences

First, the study of the evolution of the brain includes theories derived mostly from sociobiology, which is the study of the social behavior of animals, including homosapiens in the context of evolutionary biology. I would also include the theory espoused by Paul MacLean of the evolving of the triune brain.

There is still disagreement about instinctual behavior in man, but there seems to be a growing acceptance, particularly in some of the newer synthesizing disciplines, that human instincts do exist.

This disagreement may be resolved semantically, since it appears that man has the power to override instinctual propensities by his unique thinking abilities. Even if we accept that we can overcome any undesirable instincts, it will be helpful to isolate what needs to be taught to every individual. Where possible, we should work in concert with innate characteristics to make learning more efficient.

A few concepts that may be germane follow:

1) Because of our tribal past we behave differently when we are away from known kin and close neighbors.
2) We are mentally attracted to the unusual and desensitized by the usual.
3) We fear the unknown--distrust those who look and act differently than we.
4) We are interested in the preservation of our own genes.

Paul MacLean's triune brain theory postulates that the brain has evolved in such a manner that humans still have remnants of earlier "brains." The oldest and most primitive of our three brains is called the "R-complex." The "R" stands for reptilian, we still have within us some reptilian traits, according to MacLean's theory. The next brain is referred to as the limbic system, which seems to be most active in emotional situations. The newest brain, the neocortex, is most advanced in humans and involves higher level thinking skills.

Concepts we may derive from this triune brain theory include the following:

1) We have a need for "home" territory.

2) We need ritual in our lives.

3) We search for and/or establish pecking orders.

4) We form social groups.

5) We can form strong emotional attachments.

Among educational implications arising from theorizing about the brain's evolution are the following:

1) Schools should be kept small, or at least divided into small units to which each student belongs.

2) Efforts should be made to get students in a class and in the school to know each other.

3) Special attention should be paid to establishing rituals that give students a feeling of security.

4) Teachers should move about.

5) New and unusual techniques should be used (but not by destroying ritual).

6) Part of school's curricula must include ways to learn that people who look, speak, or act differently are not automatically to be feared or mistrusted.

7) Special care must be given to modeling and teaching concern for others who are not necessarily within the family.

8) Each student should have his own inviolate place in the school that is his and in which he can feel safe and comfortable.

These eight items are representative of the types of decisions we could make about schools based upon our increased understanding of the brain's evolution. They are tentatively offered, not new, and should be seriously considered even with our limited present state of knowledge.

The second area from which we can make educational adjustments has to do with the study of brain growth in children. The phenomenon of brain growth spurts, researched by Herman Epstein, and others, could have a dramatic impact on schooling. Eighty-five to ninety percent of us, according to the research, had growth spurts followed by plateaus during the following time periods:

Growth Spurts

3 - 10 mos.
2 - 4 yrs.
6 - 8 yrs.
10 - 12 yrs.
14 - 16 yrs.

It should be noted that the growth is in the elongation of the axons and dendrites of brain cells, the number of synaptic connections, and some chemical changes, and not because of an increase in the number of cells.

The magnitude of the difference in growth between a plateau and a spurt may be as much as 500%. The significance of the concept is that children during a growth period should be exposed to new and more difficult ways of thinking, and during plateaus they should consolidate the kind of thinking of which they are capable and add new content using that particular ability. Try to teach children higher level thinking skills during a plateau could lead to frustrating both teacher and student and perhaps permanently damaging a child's confidence to learn and continue through school.

Interestingly, two plateaus, age 4 - 6, where most Head Start programs were targeted, and 12 - 14, when most students are in the first two years of junior high school, may help explain some problems educators have had. The similarities between this theory of brain growth periodization and Jean Piaget's theory of cognitive developments are too great to ignore.

Educationally, brain growth periodization research seems to imply the following changes:

1) A testing program to determine the kind of thinking of which each student is capable should be established.
2) Children should be grouped by the kind of thinking of which they are capable and their potential for growth.
3) Curricula should include new and challenging problems and information without demanding new, higher levels of thinking for students in plateau periods.
4) A massive program to re-educate parents and teachers about the levels of thinking abilities should be inaugurated, with a parallel deemphasis on I.Q.

A third area of research with educational implications is that which indentifies innate differences between male and female brains. This may be the most controversial of the four areas discussed here, for culture and biology have a most frustrating way of imitating each other.

Evidence for physical differences in brains by sex in some animals seems to be well established, but the research methods used to make those determinations are not appropriate for human beings. There is some evidence of differences between baby boys' and baby girls' reactions to noise, faces, and odors. Later differences between verbal abilities, the number of children labeled hyperactive, and mathematical and spatial abilities are well documented, but difficult to attribute to either culture or biology. Some of the suspected differences that relate to education are as follows:

1) Females have a higher level of verbal ability.
2) Males are superior in tasks involving spatial relations.
3) Females have better fine motor coordination.
4) Males have better gross motor coordination and faster reaction time.
5) Females have more sensitivity to faces and other nonverbal cues.
6) Males have a greater interest in things; females in people.
7) Females have a greater ability to concentrate on one cognitive task.
8) Males have a greater ability to solve problems requiring two cognitive tasks.

This list can be expanded to include varying degrees of tolerance for cold, and hot and other reactions to the physical world not closely related to learning, and as researchers continue, undoubtedly new items will be added and probably some of those named will be deleted. An important point to remember is that these differences, whether they be cultural or genetic, are differences in means and do not neatly divide females and males. Even with our limited knowledge in this area, there appear to be some educational practices that should be considered.

1) Students should not be made to read or write if they have not developed sufficient fine motor coordination to do so successfully.
2) More alternatives to sitting still and learning through sight and sound must be devised. This includes movement by students who are then capable of manipulating objects.
3) Subjects that depend upon spatial ability should be taught with alternative procedures to teach the content through verbal means.

4) Reading material should include a fair mix between stories that deal with things and people.

5) Greater latitude should be given for different modes of thinking out problems.

A fourth area of study that has implications for schooling is that of left/right hemisphere differences. This concept has been so popularized that little needs to be said about hemisphericity, but in the process of the popularization the concept has been over-simplified. Much of the research has been performed on epileptics, who have had the corpus collosum (connecting fibers between the hemispheres) severed as a means to keep seizures from being as severe. Since the number of these individuals is small and they do not necessarily represent the norm, this research may have led to faulty conclusions. There is, however, a growing body of knowledge derived from victims of brain damage and from experiments with normal individuals to give considerable credence to the concept.

In most individuals, speech, verbal thinking, and sequential logical problem solving appear to originate in the left hemisphere. The right hemisphere appears to dominate when holistic thinking takes place, creativity is involved, and spatial thinking is being utilized. The exact hemisphere in which these activities takes place does not seem to be important to educators, although it is for other practitioners. What is important is that we do possess more than one way of thinking about the world, and the side that produces verbal explanations is also the side that thinks in a manner which verbal explanations can make clear. In case that particular verbal explanation is not very clear, the left hemisphere would solve a story problem in algebra in a logical, sequential manner. It is also the left side that produces the explanation of how to solve such a problem. Contrariwise, the right hemisphere may intuit an answer to a problem, but can't explain how the problem was solved to someone else.

If schools are to adapt to teaching both hemispheres, here are some indications of what they might do.

1) Involve the verbal, logical hemisphere as well as the spatial hemisphere whenever possible.
2) Reward creativity as well as conformity.
3) Revise aptitude and intelligence tests so they measure both hemispheres fairly.
4) Design curricula and teaching strategies specifically for those students who do not respond well to the left hemisphere mode.
5) Combine some right hemisphere abilities such as singing with left hemisphere learning, such as spelling.

Aside from the four areas discussed above, there will be a growing body of knowledge directly related to learning, but from different perspectives. Several of these may have more potential impact on education than those I selected, but our present knowledge is so tentative and limited, I prefer to list them and comment briefly about the possibilities of each.

The first of these is the study of learning as it physically changes the brain. Although there has been some significant findings, there seems to be no unified theory of this process; but if and when it comes, we will undoubtedly get some totally new ideas about more and efficient ways to learn.

Second, is the topic of teaching people to learn and/or teaching them to think. We have given much more lip service to this in education than we have research and classroom emphasis. Perhaps a major breakthrough in teaching people to think cannot occur until we have more knowledge about how the brain works, but if we can, in fact, make better learners and thinkers out of people by a planned curriculum and set of strategies, this could become a part of each student's daily activities in school.

A third possibility lies in physical aids to the brain, which may take the form of brain prostheses or some type of chemical substance that will make the brain more efficient. There have been some discoveries that certain drugs promote learning and memory. Prosthetic devices to assist the brain, perhaps some sort of neurological, bionic device may be on the way. The moral dilemas that will accompany altering the brain through chemicals and physical apparatuses will be most interesting.

Altered states of consciousness may provide still another avenue for improving teaching effectiveness. This is certianly not new, but these procedures have not been widely accepted or adapted in public schools. Eastern religious concepts, biofeedback, and "super learning" research involving relaxation techniques and altering brain waves with appropriate music all fall in this category of consciousness altering. There have been some startling reports of learning success based upon some of these ideas, and if they can become disassociated with the occult, they may provide a dramatic increase in learning capacity.

The fifth and last of these concepts involves the research into optimum learning times. Konrad Lorenz's reporting of the imprinting phenomenon in geese, in which a gosling will accept almost anything as its mother, provided it is there at the right time, gave impetus to this idea and popularized the concept. Even before this it has been widely accepted that humans can learn language best while young. Now questions are being asked about other types of learning in humans. For example, is the "bonding" that seems to be so important between baby and mother a type of learning that can occur only in the first few minutes, hours, weeks, or months of a person's life? Is there an optimal time to learn basic values such as compassion for other people? Are there only certain times in a person's life when abstract learning can occur? If the answers to these and other questions can be found, they may have far more impact on how we nurture our next generation than any of the previous ideas presented in this paper. My personal belief is that the next decade will produce evidence that certain skills, values and thinking levels can be taught effectively only at certain times. Some correlational studies already seem to support this idea. As a nation, the money and effort to research this phenomenon may be wisely spent.

In this paper I tried to present an overview of some educational implications of brain related research. Hopefully, as these findings are altered and enlarged upon, educators will pay heed and implement them into their teaching. Perhaps, even more important, is that this implementation will occur as a result of objective examination of the research and its implications. It will be a glorious time for education when we can end the "era of the band wagon" and enter the "age of reason."

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ED211518

THE RIGHT BRAIN: AN EMERGING FRONTIER IN EDUCATION

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"I live on earth at present and I don't know who I am. I know that I am not a category. I am not a thing--a noun. I seem to be a verb, an evolutionary process, an integral function of the universe." These observations, made by Buckminster Fuller some eleven years ago at a meeting the author was privileged to attend, seem to rather accurately reflect the state of uncertainty rampant in our society today. It is as though we as a civilization are holding our breath, determined to detach ourselves from our past and go floating across some unknown cosmos toward an unidentified objective. There are implications of radical change surfacing within the public consciousness and we, in education, must be concerned with and address emerging ways and means of incorporating all of our offerings into meaningful thinking and learning experiences within our classrooms if the American society is to move in a positive, well-defined direction in the future.

Our educational process probably is the most successful in the world; its dedication to the masses has no equal. In the process of serving such large numbers of individuals, however, one type of person seems to emerge most frequently--a kind of "private" citizen--one who does into his society and is responsible to his family, his employer, and his country and who is relatively content to confine his activities to but a kind of microcosm of his total society. Involvements are highly selective and generally restricted. Productivity to the broad spectrum of his society is inhibited; responsibility for others is limited.

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This personality is in contrast to the hoped-for and much-needed "public" citizen, one who also is responsible to family, employer, and country, but who also is openly energetic in and committed to an active involvement with his fellow man, one who feels a commitment to and responsibility for the well-being of those around him, who defines his community in a universal sense rather than in terms of a specific geographic locale.

It probably is to the development of the latter, the "public" citizen, that the energies of American education should be directed if errors of the past are to be avoided.

Relative to the development of that "public" citizen, two premises might be established: (1) Educational productivity results from mental health (Maslow, 1968); and (2) Educational productivity, real productivity, depends upon psychological openness to preconscious sources (Gowan, 1976).

But how might these premises be translated into meaningful strategies?

Whole-brained or Half-brained?

It is an overworked truism in education that we must "teach to the whole child" and, without fear of too much contradiction, it also probably is a reality that the main thrust of American education is and has been cognitively oriented. Recent research on the human brain suggests that such orientation is a general function of but one hemisphere of the brain—the left (Ferguson, 1973; Olson, 1977; Orstein, 1972; Paredes and Hepburn, 1976; Samples, 1976; Tart, 1977; Walter, 1963; Wittrock, 1977). In this left hemisphere would seem to be primary speech and verbal centers, processes for logical and mathematical reasoning, sequential and intellectual loci, and the origin of complex motor sequences.

In a somewhat different bit of phrasing, the left brain would seem to reflect a Guilfordian kind of convergent thinking and involved with ordinary, day-to-day reality and reasoning processes--very verbal, very logical.

Because of the intimate relationship between speech, language, thinking, reasoning, and the higher mental functions that set humans apart from lower animals, the left hemisphere traditionally has been viewed as dominant, the right hemisphere as subordinate, a kind of quiet twin with lower-level capacities, sort of supported, as it were, by the more capable left hemisphere.

In large part as a result of the extensive studies carried out by Sperry and his co-workers at the California Institute of Technology (Sperry, 1968, 1973; Sperry, et al, 1969) on the corpus callosum--the thick bundle of fibers connecting the two hemispheres of the brain--it was recognized that both hemispheres are involved in higher cognitive functionings, with each half of the brain specializing in a complementary fashion for different kinds of processing, both highly complex.

Working with a group who ultimately became known as "split-brain" patients, the experimentors studied the after-effects of surgical intervention which severed the corpus callosum, thus isolating one hemisphere from the other. Findings clearly indicated that the verbal half of the brain--the left half--dominates most of the time in individuals with intact brains as well as in the split-brain patients. The patients' severed right brains, however, were also tested, providing evidence that the right, non-verbal half of the brain, also experiences, responds with feelings, and processes information on its own. For those with an intact corpus callosum, communication between the two hemispheres apparently tends to preserve the sense of being one person, a kind of unification, so to speak.

Further research by Sperry and his co-workers confirmed that the primary "style" of the left brain is verbal and analytic, while that of the right is non-verbal and global.

Additional studies by Levy (1968; 1974; Levy, et al, 1972) suggested that the "style" of processing used by the right brain is rapid, complete whole-pattern, spatial, and perceptual. She further noted that these two different ways of processing tended to interfere with each other, inhibiting maximal performance.

Thus it would appear that both hemispheres of the brain employ high-level cognitive modes, each different, but both involving thinking, reasoning, and complex mental functioning. While we are "one person," our brain has two distinct halves, each with its own way of performing, each with its own way of viewing and treating external reality. Provocatively, it might be said that we have "...two minds, two consciousnesses, mediated and integrated by the connecting cable of nerve fibers betwen the hemispheres.

> We have learned that the two hemispheres can work together in a number of ways. Sometimes they cooperate, with each half contributing its special abilities and taking on the particular part of the task that is suited to its mode of information processing. At other times, the hemispheres can work singly; with one half "on," the other half more of less "off." And it seems that the hemispheres may also conflict, one half attempting to do what the other half "knows" it can do better. Furthermore, it may be that each hemisphere has a way of keeping knowledge from the other hemisphere. It may be, as the saying goes, that the right hand truly does not know what the left hand is doing" (Edwards, 1978, p. 32).

Thus it would seem that, indeed, each of us does have a kind of double brain. While each hemisphere may take in the same information, that information is processed in differing ways. Or, suggests Edwards (p.35), "often the dominant left will 'take over' and inhibit the other half."

If, in reality, the left hemisphere analyzes, plans step-by-step procedures, is rational, logical, and verbalizes, there is yet another source of information processing--the right hemisphere with *its* unique "style." With the right brain, one is able to envison how the various parts go together to make a whole, imagine new combinations of ideas and, if we cannot vocalize the imagery, then we will gesture!

Exciting as this right-brain might be, it must not be attributed to skills it does not possess: It is *not* good at sequencing; it does *not* have a good sense of time; it is *not* good at categorizing and naming; it is *not* good at analyzing and abstracting. But it *is* good at visualizing, imagining, perceiving, creating, inventing, intuiting, and organizing spatially--skills that are not necessarily emphasized in the average American classroom.

If implemented educationally, our understanding of hemispheric functioning and processing must have a profound affect upon future educational planning. Such an understanding, if translated into curriculum development, would result in establishment of educational concepts that could more evenly balance the uneven treatment presently afforded our students. Most importantly, we would develop learning situations and strategies deliberately intended to complement each other rather than to oppose. With our knowledge that the left hemisphere is concerned mainly with verbal and analytical functions and that the right deals with the non-verbal and, as has been suggested by others, the metaphoric, we could, for perhaps the first time realistically approach successfully teaching the "whole" child.

Left Brain, Right Brain, and the Classroom

A number of questions would seem to be in need of answers: (1) How can we develop those insights and strategies which will foster right hemisphere processing? For many of us, because we are products of a verbal and analytical tradition which has dominated educational practices of the western world for so long, this will be a difficult task. (2) Can we free our thinking and permit the flow of genuine intutition? (3) Are we free enough to trust our senses in the educational arena? (4) Do we overstress the scientific approach in our teaching methods, an exclusively left-brain function? and (5) Is intuition clouded by objectivity, as in our demand for logical understanding and presentation?

Definitive answers elude the author but certain avenues do seem to be available for exploration.

With what is known about the right brain and its openness to the subjective world, to mystic-like and aesthetic experiences, to global intuition, the subjective world of the young child, with it reflecting a Guilfordian divergent thinking, perhaps we now need to define a clearer understanding of human potential. Educational experiences without structure can lead to meaningless expression; expression without structure can lead to sterile academic exercises. Obviously both structure and expression are needed--but in proper balance.

How might one approach such a balance?

One possibility would be to develop self-awareness through strategies which deal with psychologic integration, often called "centering." This is a method which enables the individual to focus in on psychological processes which, in turn, generates appropriate physical relaxation. Both work in tandem for optimum growth of the individual. When one is integrated, the body and mind are in balance and there is a more complete and sensitive response to the environment. The raw material for the synthesis of the intellectual and the intuitive modes now is available (Kent, 1977).

Another important teaching process would seem to be that of guiding children's imagery. The ability to experience vivid images occurs very strongly in most children but it usually wanes as one's age increases (Kent, 1977). One reason for this decrease probably is that it receives very little support and encouragement in our educational process; another is that imagery often is disapproved outright by most adults.

This image state essentially is a non-thinking state, more of a phenomenological feeling which is a direct and immediate experiencing of the image. This is achieved not by manipulating or controlling the image but by sensitively redirecting children's attention to their feeling and accepting immediate experiences. This redirecting process of the image can be dramatically enhanced by children if, in a relaxed state, they are motivated to *construct* the image. Children well grounded or "centered" in these techniques are less inhibited, more motivated, and, therefore, more productive (Kent, 1977).

Apparently located in the Wernicke area of the right hemisphere (Jaynes, 1976), this imaging process would appear to be an on-going phenomenon but would also seem to be susceptible to inhibition by the left hemisphere as the moment-to-moment problems of daily living are encountered and solved. Remove the individual from such situations, afford him that environment which allows for meditation, relaxation, fantasy, daydreaming, or some similar activity, and the right brain apparently comes into immediate play. It is this state, then, which is the appropriate environment for nurturing of those requisities for the production of new ideas, namely preparation, incubation, illumination, and verification (Gowan, 1977).

It is unfortunate that we are accustomed to thinking of imagery as something on the order of hallucination because of our implicit assumption that physical reality is real and tangible. This may be naive. Ferguson (1977) has noted that Pribram of Stanford and Bohm of the University of London have proposed theories which pointedly state that "our brains mathematically construct concrete reality by interpreting frequencies from another dimension, a realm of meaningfully patterned primary reality that transcends time and space. The brain is a hologram interpreting a holographic universe."

If the physical universe has no more reality than the holographic or virtual image we see in exhibitions, then the subordinate position of imaginative imagery to percepts of reality would be removed and creative imagination would emerge as one of the central building blocks of consciousness. Hence its development, stimulation, control, and perfection would become the aim of both education and the life development of the individual. Such a view, which would elevate the controlled creative imagination to that of co-creator and would raise man from a reactive being to one with control over his future and destiny, would revolutionize both culture and education enormously actualize the latent potential of mankind (Gowan, 1979).

There would seem to be ample evidence that creative productivity is centered in human development rather than in some kind of supernatural impulse. If this by so, then we must change our concepts relative to man's potential and question, as does Huxley (1962): How does he do his thinking, perceiving, and remembering? Is he a visualizer or a non-visualizer? Does his mind work with images or with words, with both at once or with neither? Or, in more general terms, can we educate children on the conceptual level without killing their capacity for intense non-verbal experiences? How can we reconcile analysis with vision?

The Study

Two premises were established near the outset of this paper. They were that educational productivity results from mental health and that educational productivity, real productivity, depends upon psychological openness to preconscious sources.

It also has been suggested that development of a child's self-awareness and nurturing of his imagery—both emphasizing right hemisphere processing—can lead to increased productivity.

The author presently is implementing a study to further examine these considerations.

Some forty children are involved. All are between six years and six years nine months of age; all have been identified as potentially gifted according to criteria established either by the local public school district or a private evaluation. Pre- and post-test instruments include the Torrance Tests of Creative Thinking (Torrance, 1966), Structure of Intellect/ Learning Abilities (Meeker, 1966), Metropolitan Achievement Test (Hildreth, 1962), Bender Visual Motor Gestalt Test (Bender, 1971), and the Harris-Goodenough Drawing Test (Harris, 1963).

Following pre-testing, twenty of the children will be involved in one two-hour session per week for sixteen weeks with the author. Activities will emphasize the systematic use of exercises specifically designed to use right hemisphere processing skills. Five major topical areas will be sequentially presented: Visualization; Concentration; Memory; Creativity; and development of Personal Well Being, as prescribed by Lee and Pulvino (1978).

Parents of the twenty children participating in the weekly sessions will receive instructions relative to continuing in the home those strategies being introduced within the experimental setting. These parents again will meet with the author at the close of the study to review all results and to consider means for continuing the program within the home.

The remaining twenty children in the total population will receive no special programming other than that which might be available and for which they would qulify within the public sector.

All forty subjects will be post-tested on different forms of the Torrance, SOI, and MAT and on the same forms of the Bender and the Harris-Goodenough. Results will be analyzed by appropriate statistical procedures and profiles will be developed, reflecting each subject's progress.

In addition each child will complete one drawing per session, in a medium yet to be determined, using the guidelines advocated by Edwards (1979). At the conclusion of the study, these will be evaluated by a professional artist in terms of criteria yet to be established.

The Future

Introduction of new standards, implementation of competency-based curricula, building of better facilities, provision of needed equipment and supplies, additional money--all of these factors may bring about some improvement in American education. But the really important gains probably will be evidenced when the student himself is the agent of change in a classroom which provides a self-enhancing learning environment where one's sense of identify and self-esteem are nurtured with the same intensity as learning to read, write, and succeed with mathematics.

As more and more mysteries surrounding the brain and its miraculous functioning are solved, as we come to new insights relative to the right brain and its apparent emphasis upon what up to now has not been given much attention in the American classroom, we who work directly with and/or prepare others who one day will work with children must accept the responsibility for re-evaluating our approaches and to determine if, in the light of the evidence at hand, we are doing all we can to really educate the "total" child. Should we believe we are not, it would seem that the means are available to make that up-to-now elusive ideal a reality if we but make the effort. It is our society which one day will be the benficiary.

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IMPLICATIONS OF RIGHT BRAIN RESEARCH ON CURRICULUM DEVELOPMENT

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The educational community is in trouble and they don't seem to know it. The gap between the needs of students and the ability of education's institutions to meet these needs seems to be widening. This situation is exacerbated by parents, special interest groups, and political lobbyists who each make their own self-serving demands and fail to address some important issues contained within the vast sea of differences that continues to develop between children and adults in the society.

This criticism is not new. Each swing of the proverbial pendulum between progressivism and reform in education brings the charges of its critics, the support of its advocates, as well as the continuing impotence of its clients, the students.

There are some encouraging signs in contemporary thought which may provide some new perspectives for this educational dilemma. The split brain work begun in the early seventies by Robert Ornstein has begun, finally, to attract serious attention from scholars and scientists. The idea that the brain may be more complex and varied in the ways that it responds to and interprets information is being suggested by more and more people. Whole brain advocates, those who suggest that both hemispheres of the brain are in need of total development, are explaining to other educators some of the difficulties that have been encountered with split brain teaching. The teaching of reading and writing in the early grades and the difficulties encountered by primary grade's teachers is a classic example of the one-dimensional approach to learning and cognition which has been perpetuated by a literate culture. Since many young children have already spent more time in

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front of a television set before attending school than they will spend in their first six years of schooling, their so called "right brain" skills are more highly developed than those of former generations of Americans. Television's influence as a brain developer is mainly spatial and holistic, rather than just linguistic. Television itself does not provide much opportunity for reading readiness experiences and time spent watching television prevents the child the opportunity for many of the traditional childhood activities like physical exercise, games, art and craft projects, dancing and music. Many children arrive at their first school experience literately improverished, that is, less prepared to be able to learn to read than their parents. Up until recently, this situation was treated soley as a dysfunction, or learning disability. Viewed another way, it can be considered the development of other areas of the brain at the expense of those parts of the brain which are involved in language development. Schools have found themselves in a precarious position when making curriculum decisions which involve balancing right and left-brain teaching. To abandon the teaching of reading and writing or even to deemphasize it in exchange for experiences which seem more compatable with the child's NEEDS, is to ignore the basis upon which American education was founded in the first place, the literacy of its citizens. Literacy has been the principle currency of education in this country since the first schools were established at the beginning of the nineteenth century. To tamper with this foundation is to alter the concept of the structure of society, and the structure of cognition as well. The irony of the entire dilemma is that this may be exactly what is happening without anyone realizing it.

Those who make most of the decisions in education are highly literate individuals, on the whole. Many hold terminal degrees from reputable universities where the currency of learning and information exchange is literate, and where clear, analytical, logical methods of thinking and problem solving are the standard.

The condition is dualistic: on the one hand are decision makers and power brokers who clearly apply one set of methods to the ways they go about problem solving and decision making; on the other are a set of students whose literacy seems to be less important to them, who seem to be less linear and more spatial about their worlds, and who seem less concerned with analysis or logic for that matter. The most important symptomatic evidence of the conditions is the increasing difficulty which teachers of these children are having with developing facility with reading and writing.

This essay, the paper it is printed on, and the audience in which it circulates represent one side of the duality, the literate community. The other side is not represented in the same way. Like the hemispheres of the brain, the literate (left side) is capable of generating explanations which lead to understanding while the holistic right side, left to its own devices, can only exist, not explain. It takes the ability of the left brain to interpret the right brain's experience and the more that it is underdeveloped or underutilized, the less capable is the individual of understanding the other side or himself for that matter.

The form which this paper takes, the printed word, as well as the process which enables it to be understood, the decoding of notation, involves cognitive skills which are quite different from the kinds of spatial skills which "right brain" research is explaining to us. It is already known that the "left brain" seems to interpret sensory stimulus for us as a rational explanation while the "right brain" seems willing to merely accept holistic structures without the need or ability to interpret them. (The quotations have been included here because the terms "right brain" and "left brain" are only tentative descriptions of the locations of different brain functions. Since the introduction of the terms left and right brain into educational circles by Robert Ornstein in the early seventies, "left brain" has become a synonym for the intellect, analytical skill, intelligence, and linguistic skill while the "right brain" has become connected with holism, spatial skill, and intuitive power. To label an individual as "right brained" is to describe non-language skills, that is the right brain seeming to handle spatial or holistic tasks, and similarly, the "left brain" label is associated with linguistic, sequential, or analytical skills. These associations are only predictions of the cortical locations of the brain for a majority or right-handed people. It is difficult, if not impossible, for a lay person to observe a child or student and predict which hemisphere of the brain is responsible for a given task,-or to suggest which hemisphere is, in fact, the language center and which is the spatial one. More recent research which is being conducted seems to suggest that while better than half of the right-handed brain-damaged men who have been studied will exhibit "normal" right/left brain function - more definitive study needs to be done with other groups, especially left handed women.)

For the purposes of this paper, the following comparison of left and right brain modes may be helpful:

Verbal: Using words to name, Describe, define.	Nonverbal: Awareness of things but minimal connection with words.
Analytic: Figuring things out step-by-step and part-by-part.	Synthetic: Putting things together to form wholes.
Symbolic: Using a symbol to stand for something. For example, the drawn form stands for eye, the sign + stands for the process of addition.	Concrete: Relating to things as they are, at the present moment.
Abstract: Taking out a small bit of information and using it to represent the whole thing.	Analogic: Seeing likenesses between things; understanding metaphoric relationships.
Temporal: Keeping track of time. Sequencing one thing after another: doing first things first, second things second, etc.	Nontemporal: Without a sense of linear time.

Rational: Drawing conclusions based on reason and facts.	Nonrational: Not requiring a basis of reason or facts; willingness to suspend judgment.
Digital: Using numbers as in counting.	Spatial: Seeing where things are in relation to other things, and how parts go together to form a whole.
Logical: Drawing conclusions based on logic: one thing following another in logical order--for example, a mathematical theorum or a well-stated argument.	Intuitive: Making leaps of insight, often based on incomplete patterns, hunches, feelings, or visual images.
Linear: Thinking in terms of linked ideas, one following another, leading to a convergent conclusion.	Holistic: Seeing whole things all at once; perceiving the many facets of a problem or situation simultaneously, often leading to divergent, multiple conclusions.

(from Betty Edwards' Drawing on the Right Side of the Brain)

Because of the necessity for left brain or language skill to interpret print, it would seem more appropriate, somehow, at a conference on the right brain to be providing a paper in the form of an experiential event that can be accepted or interpreted by the left or right brain equally. Such a presentation could be designed; however, its acceptance by a community of scholars, who may seem biased to the cultural dominance of print, might be difficult. This fact makes any proposal for the understanding and teaching of right brain activities more difficult. Ironically, though, young children are extremely comfortable and skillful operating both spatially as well as analytically. They sit in front of television sets for hours without complaint, and most also sit in traditional classrooms for an equal number of hours where print and arithmetic are the primary currency of instruction and cognition. It is the scholar who argues for the elimination of such "mindless" activity as television and who supports, dogmatically, the development of literacy within the culture, and the child who seems to wish that books would disappear and be replaced by televisions and computers.

One of the least recognized but greatest motivating factors for teaching young children is the activities they explore naturally and the skills they develop during this exploration. Those educators who ignore the hours of practice which children get in watching television or playing electronic games are not accepting the skills that these activities develop as well as the value which the children place upon them. The term practice may seem strange when associated with television, but the child's choice of an activity which SEEMS important to him or her should not be overlooked as quickly as it has been by most educators. Whether or not an intervention is made by the teacher either to warn children or parents about the evils of television or to provide a variety of interesting alternatives, these kinds of play and leisure activities involve a commitment of the childs time. Although the child's discretionary time might, otherwise, be utilized in activities which are more compatable with reading readiness and the development of literate skills, most prefer the immediacy of television and the excitement of the electronic games.

Already, I am certain, some readers are angry about the notion that anything but reading is important for the child, especially the child who has difficulty learning to read. This paper is not espousing the elimination of print as the main currency for education. On the contrary it acknowledges the value of literacy as a means of understanding UNDERSTANDING while suggesting that children already have access to other forms of thought besides understanding. The spatial, intuitive skill of the child is sufficiently developed by the time s/he reaches elementary school that the child can already accomplish complex holistic tasks, as well as perform a variety of analysis of those tasks. Ask a young child for all the details of a popular television series, plot, setting, and characters and you get a great deal of information without the assistance of a traditional scope and sequence of instruction that teaches about the structure of stories. To pit one set of cognitive skills, the analytical, against the other, the intuitive or spatial, is to establish a destructive values conflict in the educational setting. Clear values lines seem to be drawn between print literacy and other kinds of more holistic, intuitive skills BEFORE the young person wants to consider the differences. (Such is the nature of holistic thinking, I suspect.) For some children reading becomes a foreign and threatening school activity at a time when the patient delay of instruction might help it become more immediate and meaningful in the total life of the child at a time when he or she is more ready to learn it. As a culture we seem infatuated with the idea that everybody must be able to read during the first six years of instruction. This notion defies the research of Piaget and ignores what children are anxiously trying to tell us about their needs. The elimination of the win/lose, right/wrong delemma between print and non-print, between right brain and left brain is necessary at the outset, and the focus on the child's choices of leisure and play activities is an important one.

One of the really significant events of the past five years has been the release of the Star Wars motion picture series. George Lucas' commitment to nine films, each of which will take nearly three years to produce, involves a major influence to an entire generation of American children and children in other nations as well. His action-packed space adventure involves a great deal more educational value for young people than simple folk heroes and fantasy. The thematic basis for the series is "the force", a power which some of the key figures in the story possess. This force is, in fact, an intuitive skill of the kind that actually can be studied and mastered by children and adults alike. (Many of the Eastern meditative techniques develop similar skills). While "the force" for this nation's children may not involve the skill of waving light sabers and vanquishing vaderesque foes, it does represent for many children the ability to develop skills which they are born with. Yoda and Ben, the teachers in the two films released to date, Star Wars and The Empire Strikes Back, provide the children with different kinds of teaching models than are found in public schools. Most of the teaching is by example and is intuitive and holistic in nature. Their lessons involve faith, belief, and acceptance, not the customary drill and practice or sequential, analytical methods of the average public school. The object lesson for the child seems to be that it is possible to be inner directed and to take charge of ones own learning in much the same fashion as Luke Skywalker in his first meeting with Yoda. Similarly, success for the child seems to lie in "going with the flow" rather than following a list of impersonal rules set down from above. The implications of this kind of vicarious film experience for education are serious in terms of role models and educational processes.

Children by the millions are standing in front of Space Invaders and similar electronic games every day of each week manipulating hand controls as they shoot down imaginary space ships and creatures. It is extremely difficult, in a traditional sense, to discover the relationship of this kind of activity to education. There must be some perceptual motor skill development, but the same kinds of practice can be gotten from ball games and similar activities. When you play a game like Space Invaders, though, you discover that it can become a highly spatial, highly integrated perceptual motor activity in and of itself. When Luke Skywalker destroys the Death Star at the end of Star Wars he utilizes a similar skill as he "feels" the holistic task of flying, aiming, and firing his projectile at a small duct at the end of a long corridor. The difficulty for the educator is finding the application for such skills today. The futuristic solution to this dilemma is to trust that given the skills, future generations will find valuable uses for them, militarily or otherwise. As long as educators continue to develop skills for the known, it will be difficult to even consider the requirements for a future of unknowns.

Carlos Castanada, the anthropologist who has spent the past fifteen years or so in the mountains of Sonora Mexico as apprentice to Don Juan, the Yaqui

Indian sorcerer, has written five books, each of which makes reference to learning activities which are important to the development of whole brain teaching techniques. He refers to the "tonal" and "nagual", two states of reality. He suggests that the tonal is the sensory world as mortals experience it each day; the nagual is the world of the irrational, the way real things appear when accepted without rational explanation. Castanada experiences these two worlds separately during his apprenticeship with Don Juan. The extraordinary states of consciousness which Castanada experiences first while under the influence of psychotropic substances and later without them become one explanation for the existance of the "separate realities". In his most recent work, The Eagle's Gift, Castanada suggests another duality which he calls "the right and left side awareness". Rather than explaining this condition in terms of the bicameral brain, he again suggests a dramatic split between the sides of the body and refers to the process of entering a variety of altered states of consciousness which he calls "dreaming". "The right side, which he called the TONAL, encompasses everything the intellect can conceive of. The left side, called the NAGUAL, is the realm of indescribable features: a realm impossible to contain in words." (Castanada 1981) If what is known about the physiology of the brain is true, at least in terms of the centers for motor control, then Castanada's information is consistent with current research. He is not referring to the hemispheres of the brain, but the sides of the body. There would be accurate correspondence between the left side of the body and its motor center within the right hemisphere of the brain (the same location of the spatial center in a majority of people), and the right side of the body with its corresponding motor center in the left brain, the location of the analytical, linguistic center.

One of the important lessons from Castanada's work has been his own experience of altered states of reality both while under the influence of hallucinogenic drugs and while not. These drug experiences are reminiscent of the cultural choice of millions of young people in this country who seem to seek another consciousness by using and abusing drugs. What is important in this discussion is not why they seek it, but that they do. The other lesson from Castanada is that the existence of other realities for people is NOT dependent on the use of drugs. Perhaps educational innovation might find some ways of accepting the existence of other realities and providing the opportunity for some of the kinds of experience which can provide it in a school setting WITHOUT the use of drugs. Another interesting parallel to work of Castanada is belief which offers a similar duality of consciousness using the same left/right organization. The Eastern yin/yang or mythological eros/ethos duality suggests that the left side of the body is the feminine and that the right side is masculine. The union or totality of the two is viewed as androgenous. The left side, or that controlled by the right brain, is felt to be spiritual, intuitive, soft and gentle, and emotional. The right side, or that controlled by the left brain is thought to be more intellectual, powerful and masculine. This way of looking at the human organism provides an interesting perspective of the cultural view of thought processes AND actions which is compatable with what we know about hemisphere specialization, and what Castanada has discovered in his work with Indian sorcery.

It seems somewhat enigmatic to be attempting to provide some insight into curriculum development for right brain teaching when there seems to be such an important difference between hemisphere functions, the kinds of skills which are developed by individuals for the utilization of different hemispheres, the kinds of natural environmental influences which enable the growth of the brain as a whole organism, as well as the demands which society makes on its educators. Until recently, discussion about the right brain seemed anarchistic. It was as though a new enemy had emerged and it was up to education to vanquish it.

Interestingly, brain research is telling us more and more about the kinds of activities which occur in each of the hemispheres and the important dependence which the two seem to have on each other. Studies of the corpus collosum, the bundle of nerve fibers which interconnect the two hemispheres, seem to suggest some very interesting notions of the necessary mutual connections between them. In fact, recent research seems to indicate that the corpus collosum may initiate action on its own as well as operate as a conduit between the two hemispheres. (Samples 1981) Educators need to emphasize the interdependence of the hemispheres. The development of a whole brain which involves an appreciation of the significant contribution of each hemisphere by itself by including an understanding of the kinds of skills it performs and the conditions under which those skills are developed, as well as the value of the hemispheres working in concert, is the most important value for curriculum consideration.

Curriculum planning, the notion of the analysis of teaching or of a sequential means of understanding a process as encompassing (or perhaps expanding) as learning, comes to education from a society where mass production and the perfection and duplication of products and services is THE standard against which most things seem to be measured. It would be very difficult in such a context to develop an educational system of another kind. Similarly, the notion of a stimulus-response, cause-effect chain of events in the learning process has become an important component of the educational system in this temporal society. Because the structure of the society is replicated in the structure of the school, and because the structure of the society and school represents, to some extent, the structure of the belief system of those who influence the school and society, it is possible to explain the current duality in education as the inability of the system to effectively pattern itself. (Much like the left brain-right brain dichotomy) This phenomena is explained in great detail by Thomas Kuhn in his work, The Structure of Scientific Revolutions. In it he discusses the idea of paradigms, closed systems of belief, scientific inquiry, and membership. In order for paradigms to change, he suggests that it takes the appearance of anomalies, unexplainable abberations that defy the beliefs, scientific axioms, or membership values of the primary paradigm. Change, or revolution to use Kuhn's term, occurs only when a new paradigm emerges, one which cannot really be explained adequately by the other. At that point, he suggests, members of the old paradigm give up many of their beliefs, accept new scientific axioms, and develop new sets of values that are compatable with the new paradigm.

To apply paradigmatic reasoning to the educational dialectic described here is to suggest that the educational leaders are members of what I will call the old paradigm of education and students and a few educators who are not vested in decision-making belong to a new paradigm of education. Marilyn Ferguson provides an important list of the assumptions connected with these two distinct but separate paradigms:

Assumptions of the old paradigm-

1. Guessing and divergent thinking discouraged.
2. Emphasis on analytical, linear, left-brain thinking.
3. Labeling (remedial, gifted, learning disabled) which contributes to the a self-fulfilling prophesy.
4. Concern with norms.
5. Reliance on theoretical, abstract book knowledge.
6. Classrooms designed for efficiency and convenience.
7. Bureaucratically determined institutions.
8. Education viewed as training in a fixed period of time.
9. Reliance on technology.
10. Teacher imparts knowledge.

Assumptions of the new paradigm-

1. Guessing and divergent thinking encouraged as part of creative process.
2. Whole brain education, holism important.
3. Labeling as prescriptive not descriptive.
4. Concern with potential of the individual and his/her transcending perceived limitations.
5. Theory and abstraction complemented by experiment.
6. Concern for the environment of learning and the unique individual conditions in which learning occurs.
7. Community and network learning and mutual control of institutions.
8. Education seen as lifelong.
9. Relationships between people primary; technology secondary and supportive.
10. Teacher as learner, too.

(from The Aquarian Conspiracy)

The dualistic nature of these two paradigms is evident when one of the components is compared with the other. It is within the duality that the greatest limitation for the educational system to correct itself rests. Western society is infatuated with winning and losing, succeeding and failing. Ideas of cooperative, consentual decision making are rarely utilized, especially in education. Educators make needs assessments but rarely heed information which diverges from their values, beliefs or practices.

Marilyn Ferguson, in her newest book, The Aquarian Conspiracy, cites a number of examples of the, so called, transformations which seem to be going on in the society. She suggests that print literacy is a process which has reached its limits in the education, politics, commerce, and medicine of Western society.

The paradigm shifts, transformations, which she details in the book consistently point to emerging ways of knowing, futuristic kinds of skills, and more meaningful kinds of human interaction and responsibility for the society. The single most important feature of her suggestions, regardless of the discipline or segment of society which can be affected by it, is that transformation seems to come from within the individual or institution. Unlike educational reforms, political or legislative changes, all of which, traditionally, have been the notion of a few individuals which have had to be sold or forced on others, transformation cannot be legislated. If this fact can be accepted by educators, politicans, and the professional practitioners and decision-makers of the society, then it would seem that all will need to heed the cries of their constituents to a much greater extent than they ever have.

Such a paradigm shift has already occurred in education. New notions of cognition first suggested by the eminent Jerome Bruner in his Essays for the Left Hand and current right brain research are attempts to investigate the creative potential of the right brain. The holonomic theory of knowing that has emerged from the work of Karl Pribram and David Bohm are more recent signs of this shift. These notions suggest that all parts of the universe are wholes which contain their lesser parts as well as serve as parts of larger wholes. A hologram is made up of infinitesimal parts, each of which is, itself, the whole. In such a theory, the brain is viewed as a contiguous whole and its hemispheres, for instance, only reflect means of processing consciousness not consciousness itself. Knowing, then is a mere reflection of a process which can develop in the individual, rather than a statement of his or her consciousness. To relegate intelligence to a one-dimensional process as is done with brain laterality theories, or traditionally with reading, is to ignore the existence of an expansive and unlimited power of knowing, universal consciousness.

The work of Thelma Moss and others with Kirlian Photography suggests, too, that consciousness is totality. The process of Kirlian Photography involves the photographic reproduction of the electromagnetic energy which emanates from all living matter. What is interesting about Moss' work is that the existence of "phantom" images has been recorded. The phantom image is recorded occasionally when part of a living leaf, for instance, is cut away but the energy which would have emanated from the removed portion continues to be recorded on film.

The macrodynamic energy theories of Jantsch and Waddington which look at systems at the point of disintegration rather than formation have shown that matter and energy interact in some excitingly predictable ways. They have found that macron configurations duplicate themselves as resonant harmonies when material substances interact with energy sources. One implication of this work is an explanation of memory. It may be that the resonant harmony created by the interaction of electrical energy in brain tissue as new axons, dendrites, and synapses are excited establishes a consistent and predictable pattern for memory. Such a possibility would also seem to negate the importance of brain hemisphere specialization.

With these ideas in mind, the following recommendations are made for the development of a whole brain curriculum which takes current right brain research into account.

1. The establishment of programs which introduce and/or provide whole brain tasks and experiences to educators, parents, and decision makers at all levels. This can be accomplished in a variety of workshop activities. For example, Betty Edwards book, Drawing on the Right Side of the Brain, outlines a number of drawing activities that can be quickly accomplished by people of different ages. It is fairly simple for most individuals to experience the right brain's way of handling the drawing task. A left brain comparison of this experience with the analytically

stiff copying which many persons confuse with successful drawing can be quite revealing and non-threatening.

A second activity suggestion is playing a game of Petals Around the Roses, a child's game which uses dice. (Bergquist 1980) The dice are thrown and depending on the configuration of dots on the dice, a holistic "image" of a rose is experienced, the center dot on each die becoming the center of the rose and the dots surrounding it becoming its petals. Those dice which contain no center dot, of course,are not roses. Most young children catch on very quickly; many highly literate college professors become frustrated and angry as they find they cannot "understand" or "analyze" the dice as they normally would. This experience is very successful at simulating what it is like to be a child seeing things one way and having others (like their teachers) see them another.

The value of these two examples is to provide the participants with the opportunity to experience, first hand, the differences between the brain processes. Although the goal of the educational program is whole brain teaching and knowing, the experience of DIFFERENCES is extremely valuable for individuals who may be in what Robert Samples calls "a left-brained rut".

2. The development of the curriculum should be revolutionized. It is not the curriculum itself which needs to be changed; rather, it is its conceptual framework - its rationale, process, and ultimate value - that needs attention. The curriculum to incorporate right brain or whole brain knowing will still teach reading and writing and arithmetic. Social studies, science, health, physical education, music and art will continue to be available. What will change is the ways that teachers, students, and administrators handle them.

The traditional notion of the curriculum as a whole which is, of necessity, broken down into its component parts needs to be reviewed for a number of evident reasons. Knowledge about holism suggests that the whole may be greater than the sum of its parts. To attempt to fragment the curriculum teaches holistic children that subjects are wholes unto themselves. Hence the notion that reading is something that happens every day from nine to ten in the morning and bears no relationship whatever to anything else in the world. To the child, the subject taught in the traditional school is an entity in and of itself, rather than a part of something greater. If the subject emerges from a holistic learning environment, the child can make the connections, especially if it emerges naturally out of his/her curiosity at a time when it is important rather than as part of a rigid schedule. The curriculum itself needs to be conceived as a whole which needs to be looked at in a number of ways depending on the conceptual framework, skills, interests, and learning styles of those planning and using it whether they are students, teachers, or administrators. The cooperative sharing of the task of conceptualization, design and development can provide exciting learning for many people, students and teachers alike. One highly successful method of looking at the conceptual framework for a curriculum is to create a visual or spatial model for it. MATS, Models for Action and Thought, a method designed by William Bergquist and David Halliburton from Stanford University, suggests that each individual's consciousness affects the ways they teach and learn. By enabling individuals the opportunity to discover more holistic (whole person) methods of exploring the ways that they conceive things, exciting kinds of curriculum reforms can be begun. The resulting models from such activity replicate, for the planner, a highly realistic and appropriate way of predicting how an individual course, group of courses, or curriculum will really operate because it takes into account the conceptual framework of the planner/teacher as well as the holonomic potential of the whole planning/teaching/learning/evaluating process. In short, teachers, students, and administrators KNOW what is going to happen in a given classroom, course, and curriculum in ways that can be accessed BEFORE the experience happens.

If you doubt this fact, just think about all the times you were endlessly bored in school in a situation where virtually everything was predictable and uninteresting. The sharing of this kind of knowledge is essential before the fact not after it. The results of such work during the 1981 spring term at Western Oregon State College revealed some facinating correspondence between the ways the teachers conceived of themselves, their schools, as well as their courses. The results were reminiscent of work which has been done by Bandler and Grinder with Neurolinguistic Programming. As they find correspondence between the access and representation of language in successful interpersonal communication, similar correspondence is observed in MATS designs between the ways teachers really conceive their courses and how they model such conceptions. Those who have a great deal of difficulty conceptualizing their course as wholes tend to fragment its design in stiff ways and I suspect teach it accordingly. Those who really seem to be able to learn more spatial ways of conceptualizing their worlds seem more comfortable with more spatial models and much more excited about the curriculum planning process. The side benefit of such work is that nearly all teachers involved became highly motivated and excited by the task of taking a look at what they were doing in a different way than they had before. This process is an important component of the need to view more holistically the kinds of structures which have always been viewed sequentially and analytically.

3. When making decisions about the kinds of methods that will enable learning to happen, I make the following suggestions:

a. Take a good look at the learning styles of your students (as well as the learning and teaching styles of teachers) by using instrumentation like David Kolb's LSI, Learning Style Inventory, the TAP, Transaction Ability Profile, of Anthony Gregorc, the Grasha Reichmann Interpersonal Learning Styles Inventory, or Hill and Nunney's Cognitive Mapping survey. This information will give you a fairly accurate profile of each individual's self-analysis of learning style.

It will also demonstrate the value of a variety of methods which include at least THREE learning modalities at any time. (most instructional settings utilize one or two, primarily auditory with some visual support). By trying to improve the amount of visual information available, and by adding the senses of touch, taste, and smell, the expressed learning styles of most learners and TEACHERS will begin to be addressed.

b. Whenever possible, learning situations should be as experiential as possible. It is the experiences which stimulate interest and create motivation. Children will seek information to satisfy their natural curiosity about their experiences and if the information exists in print, they will learn to read it or ask for help in learning to read about it.

c. The greatest source of knowledge, the self, is rarely utilized in educational settings. Given the opportunity, children will utilize their own consciousness - the source of their own imaginations. Activities utilizing guided fantasy, meditation, self-hypnosis, suggestopedia will begin to develop confidence in the value of the self as a rich learning resource. (Canfield 1976)

d. Subjects like art, music, physical education, and health will need to be thought about in new ways. Holistic education is not a subject or discipline, it is one means of conceiving the world. A person cannot be holistically educated in one subject. The subject may appear as a whole but will be comprised of some skills, games, projects, activities, drills, etc. It cannot be separated from its function as a part of a greater whole, the world or universe and physical education is no longer something which happens twice weekly at nine o'clock, but a way of assuring that the body is healthy at the same time it is involved in other school/life experiences. Art is not one period a week all year or five times a week for a quarter. Art becomes one means for expressing other kinds of ideas about life, another way of viewing the world. (Galyean, 1980) Music becomes rhythm and harmony and balance that pervades the life of the child and extends from him or her. Music's notation becomes a language like English or French. The compartmentalization of the curriculum becomes extremely difficult because it doesn't exist in those ways in reality. The children, teachers, parents, and administrators all know that to begin with, and always have.

3. The final suggestion is that a portion of the curriculum of public schools and schools of education as well be reserved for futures, that is courses whose outcomes are undefined and from which a variety of skills may emerge which seem to have no logical or necessary application at the present time. As long as learning is presented as the application of skills in convergent ways, children and adults are prevented from considering divergent possibilities. Knowledge and the ways it is generated will grow much more quickly in environments where both fantasy and the challenge of the unknown are valued rather than feared.

Necessity has always seemed the mother of invention, at least in a literate society. Perhaps "the force" is a skill which we cannot, yet, understand, but which we all possess in some latent form. Perhaps it will be the difference between our survival as a culture or our destruction. By accepting wholly the things our children are showing us, we may learn some things about the quality of learning and some ways of being involved in the successful process of teaching it in our schools.

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IMPLICATIONS OF BRAIN RESEARCH FOR EDUCATIONAL PRACTICES

by

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For quite some time it has been recognized that the human brain is divided into two symetrically distinct units, the right and left hemispheres. Tying these two interacting hemispheres together is the corpus callosum, a massive bundle of nerves containing some 200 million fibers. It has also been known that the left side of the brain receives sensations from and controls the right side of the body, and vice versa, although the reasons for this cross over is still undiscovered.

Recent research demonstrates that not only does this cross over effect occur, but each half of the brain provides its own specialized functions. Thus, damage to certain areas of the left brain results in the loss of speech, poor reading and deterioration in logical thinking, and damage to the right brain brings about the inability to recognize faces or to deal with broad concepts and generalizations.[1]

Early experimental research on the brain was conducted in order to discover a way to improve the conditions of patients suffering from severe epilepsy. It was hypothesized that if the seizure could be confined to one half of the brain, the other half could carry on, enabling the person to take medication or summon assistance. The experiment called for cutting the corpus callosum in patients.[2] At first there were no observable side effects which led to the view that the corpus callosum played no greater role than physically supporting the two halves of the brain. Eventually, however, Roger Sperry at California Technological Institute conducted studies on epileptic patients whose corpus callosum had been severed which led to greater understanding of the specialized functions of each hemisphere of the brain.[3]

Succinctly, it turns out that the left half of the brain is more specialized in serial processes, that is to say, analysis that involves processing information one bit after another; it focuses on and remembers verbal components. But the right hemisphere processes information from the same experience as a whole, simultaneously and synthetically with a focus upon nonverbal (spatial) components. It considers the totality of an experience and remembers in images and affective responses. In writing, for example, the

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right brain considers the global idea, the big picture, the feelings and affect the writer wishes to convey. Then as the writer breaks the story into pieces, sentences, phrases and words the left brain takes over to organize the input coming from the right hemisphere. The words are then broken into letters, which are written one after another. This is a serial or analytical process. With regard to perception of an event or recognizing a face, on the other hand, a person does not analyze the image feature by feature starting with the jawline and slowly working his way up, step by step, to the hair. Instead he takes a large number of elements and synthesizes them into a whole. This is the parallel, or synthetic processing of the holistic picture.

To explain the specialization by respective halves of the brain, it is said that mental capacity is effectively increased by the integration of the diverse hemispheric processes into a whole. Each hemisphere tends to analyze its own input first, only swapping information with the other side once a considerable degree of processing has already taken place. Thus, we can process two streams of information at once and then compare and integrate them in order to obtain a broader and more sophisticated impression.[4]

Relationship of Brain Research to Educational Programs

Most currently prevailing patterns of education are heavily biased toward left cerebral functioning and are antithetical to right cerebral functioning. Our society appears to value logic, reasoning and analysis far more than it does visualization, creativity, imagination and sensory/perceptual abilities. Schools, particularly, are left-brained institutions and are becoming more specialized through the damands for quantifiable measurements of students' rote learning of reading, writing and arithmetic. Great emphasis is being placed on words and symbols, a structure of didactic instruction, and right-wrong answers. Schooling, even for young children, is concerned with representations of reality: words, symbols, maps, charts, diagrams rather than experiences with reality itself. The atmosphere emphasizes intro-verbal skills--"using words to talk about words that refer to still other words."[5] Few of the student's senses and very little inter-hemispheric interaction is engaged in this one-sided learning.

What have been the results of this specialization on left-himsphere instruction? The "back-to-basics" movement, competency testing for high school graduation and news releases bemoaning the population's inability to write a letter balance a checkbook or to understand what is read all attest to the concerns about the results of children's schooling. Assessment programs, while showing mixed results, do indeed reinforce these concerns. While young children in the primary grades show high levels of accomplishment on the rote learning of arithmetic facts, vocabulary acquisition and the use of phonics, their ability to comprehend and use what they hear, see and read are low. After the primary grades, scores on both norm-referenced tests and the criterion-referenced National Assessment of Educational Progress reports evidence a steady decline in students' ability to comprehend and to use their learning. For example, the National Assessment of Educational Progress Report of 1976 showed that for all three age levels tested: 9, 13 and 17 years, the recall of literal facts and vocabulary was good whereas all groups performed poorly on comprehension and the interpretation and use of the information.[6]

Data from numerous studies of the composition skills of students from third grade through college parallels the findings on reading and arithmetic. A high discrepancy has been shown to exist between students' performances on tests of the knowledge of grammar and punctuation and students' ability to express their ideas in writing. Reports of needs assessments from Learning Disability Clinics appear to support the data from the above studies. Findings from clinical studies of individuals show a highly significant superiority for the use of rote learning and phonics decoding skills over the reading comprehension skills of students referred for remediation.

Analysis of this data, in light of the information now available from brain research and neuropsychology, suggests that the differentiated levels of achievement in language, reading and mathematical skills may relate to the emphasis on learning activities concerned with the linear processes of the left-brain hemisphere. The sequential skills concerned with rote learning and the linear use of information appear to be mastered by most students.

This attests to the effectiveness of the application of our teaching strategies focused on the linear processes of the left brain. In contrast, the achievement data also indicate that students' mastery of comprehension and the use of information is minimal. Students at all ages appear to have difficulty in using the integrative, synthetic and relational processes of the right brain. Thus it appears our students are not being offered the total education they require to understand the complex nature of the world and themselves, an education for the whole brain. In the words of a leading brain researcher, curriculum is inordinately skewed to reward only one part of the human brain leaving half an individual's potential unschooled.[7]

The lopsided outcomes of educational patterns focused on the linear, sequential processes of the left brain are congruent with current neurological research studying the developmental processes of the brain. Although an infant is born with its billions of cortical neurons (ten to thirty billion or more depending on the technical approach used in estimating the number), few of the one hundred plus neuron connectors (dendrites) and of the two hundred million nerve fibers of the corpus callosum have yet been formed. While the basic features of brain organization are present at birth, the brain experiences a tremendous surge in neural processes, dendrite growth and synapse formation until the age at which growth generally comes to a stop, around twenty. Much of the myelination and growth process within the brain has been relatively completed by the onset of adolescence when brain waves, as analyzed by EEG machines and computers, begin to show characteristic adult patterns. During the period from birth to adolescence the many kinds of individual neurons become more complex in extensions and endings. Quite literally a teenager has more brains than a toddler and the processes of learning produces this kind of brain growth. Input resulting from varied experiences plays the largest part in bringing about the learning process or changes.[8]

It has also been shown that the growth of brain structures is not generalized but is highly specific. The cortical structures used to process interaction with the environment become physically larger based on the amount of use experienced. An example of additional growth related to high levels of involvement is related to the speech areas, Broca's area dealing with syntax and Wernicke's area related to lexical items. Although the two hemispheres have been seen as anatomic mirror images, these cortical areas of the left hemisphere are larger than the corresponding areas of the right hemisphere.[9]

In another study, Fromkin, et. al. reported that Genie, a girl isolated from language by her parents until she was thirteen, subsequently acquired some language facility. However, in dichotic listening tasks, Genie showed a decided left-ear, right-hemisphere advantage for both language and nonlanguage auditory stimuli.[9] This research suggests that stimulation is necessary in the development of the varied hemispheric structures and that the level of growth corresponds to the amount of practice of the related activities.

Can right-brain learning make its way into the classroom without prohibiting the continued achievement of left-brain results? The answer is yes. Right-brain learning actually enhances rather than inhibits left-brain learning. Activities which permit students to process information through both sides of the brain can result in greater frequencies of success than activities which are aimed at one side only. A result of current brain research offers verification of the notion that sensitivity in teaching to what we have traditionally called the "affective domain" is immensely important. Other findings have shown that right hemisphere functions, perceptual and synthetic in nature, are important factors contributing to even such basic skills as letter recognition and they are necessary in the processing of verbal as well as non-verbal information.[11]

If education is to develop both sides of the brain, it should plan learning experiences which provide endless opportunities for a balance between the right hemisphere's spatial-synthetic modality and the left hemisphere's verbal-analytical modality. Instruction organized to induce Gestalt-synthetic processes will be different from a linear sequence of information illustrated with pictures. An inductive, or other non-linear, order of information seems more appropriate for inducing a synthetic processing strategy. Such learning experiences need to be characterized by openness and comprehensiveness and should create new desire for knowledge and provide the learner with skills which will enable him to translate curiosity into action.

Based on the recent research on the human brain, imagery and semantic and verbal processing, Wittrock[12] has hypothesized learning as a generative cognitive process. Under this model, learning is the active construction of meaning for the child's experiences using both verbal processing (left-brain) and imaginal processing (right-brain). This model interprets learning as a process constructing associations by the process of transferring previous experiences to new events and problems.

This view has major implications for instruction, Teaching is seen as more than simply reinforcing correct responses to bits and pieces of information. Teaching now becomes the process of organizing and relating new information to the learner's previous experience, stimulating him to construct his own representations for the events he is encountering.

Strategies

To discuss ways of facilitating the multiple processing systems of the brain, we will first consider the teaching of reading. In the case of reading, a complex set of cognitive processes is involved as the brain hemispheres work in conjunction with each other in recognizing shapes and phonemes, in associating past experiences to the meanings of words, in comprehending sentence and story meaning by relating previous learning to the text. Then converting meaning into expression includes the selection of relevant information and the synthesis of concepts, ideas, generalizations and each individual's affective response to his own interpretations. Reading is a much more complicated process than some have proposed.

Thus in teaching reading we must be sure that the stimulation of both hemispheres proceeds hand-in-hand. From the first introduction to reading, instruction must build on the transfer of children's own experiences as new learning is based on previous learning. Involving the children's past learning by using discussions of their own immediate experiences as a basis for language use is the first step. Then synthesizing these discussions and recording them in the form of Language Experience Stories to provide materials for the children's practice of word recognition skills keeps their learning activities connected to their own experiences. At the same time the children will be practicing right-brain visualization, creation and synthesis which is then transferred to the left brain for linear and analytical learning.

Having children select "key words" (words of great significance to each child) as the vocabulary words to be studied and used in their oral and written compositions is another valuable activity for connecting the affect and feelings of the right brain to the left-brain task of composing word by word.

Guiding children in using the generative cognitive processes is vital in their acquisition of the ability to read critically and creatively. Strategies focused on the construction of specific images and verbal associations using children's prior experiences build attention and foster all levels of comprehension. Use of the PSRT format:

P PREDICT
S SUPPORT
R READ
T TEST

will stimulate both hemispheres to interact in the construction of representations that will increase both comprehension and recall. By offering his own supported prediction of a possible story outcome from information available at the beginning of the story, each child has his unique purpose and set for reading a selection. Synthesizing the clues available from the title and, perhaps, an introductory illustration or paragraph, with his past experiences engages the right hemisphere to organize the information which will be received and analyzed by the left hemisphere during the decoding process. As the child compares the details from the story with his prediction, he again will use the holistic, synthetic processes of the right hemisphere during the testing step of this activity.

The dynamic interaction of small group discussion is vital for children to formulate relationships among the information secured from their environment and their reading. As children hear and respond to the varied predictions and interpretations of the same story made by different individuals they will learn to make inferences and evaluate their own perceptions and understandings.

The key to guiding these generative cognitive processes is the question used by the teacher to engage the children's brains. The teacher's question can not call for a single right answer if it is to stimulate children to elaborate concepts and issues, to make comparisons and to propose hypotheses, all necessary components for children's understanding of the complex nature of their world and themselves.

To move to the broader aspects of language use, let us consider the expressive skills, speaking and, the most visible of all, composition. The expression of ideas is a global output representing a synthesis of experiences to express ideas, understandings and feelings. Research identifying the differentiated functioning of the two hemispheres is congruent with the results of studies of composition which show that instruction in the linear, logical skills of grammar and punctuation increase students' ability to perform grammar and punctuation tasks but this instruction has no effect on their ability to write effectively. This suggests that the right hemisphere which provides the cohesive factors to relate facts to each other must be involved as children learn the expressive skills. Since the right hemisphere provides the integrating factors of language, such as metaphors, imagery, figurative language, which are used to relate facts to each other, it is necessary that instruction in expression involves these processes from the beginning.

One exciting activity developed by Rico[13] to help inhibited students get through to the right-brain processes is "clustering." This activity consists of using a branching format to record and stimulate brainstorming of highly significant words. As the student works in this non-threatening, free-flowing format a focus evolves leading the student to a topic sentence and the composition of a paragraph as shown in the example.

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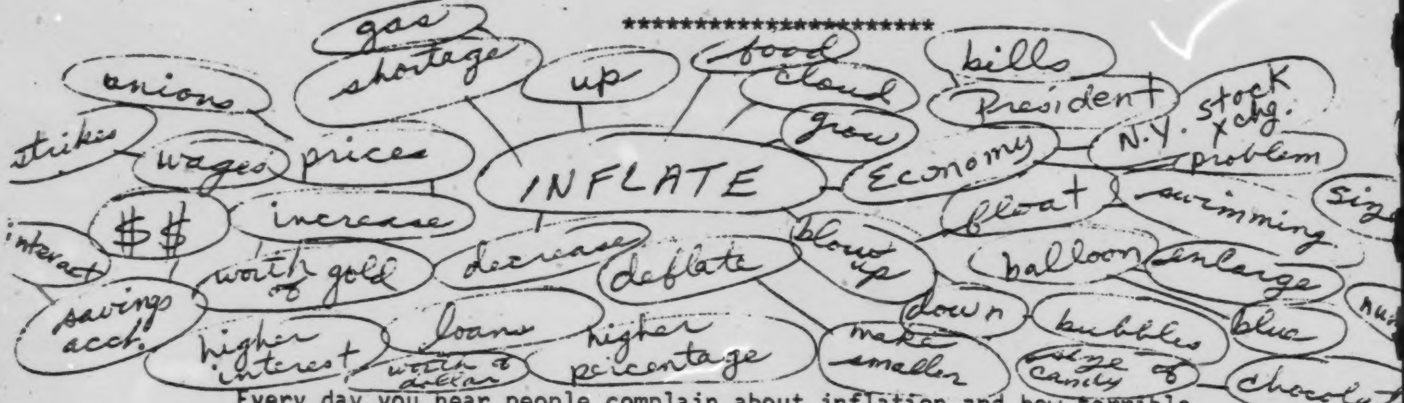
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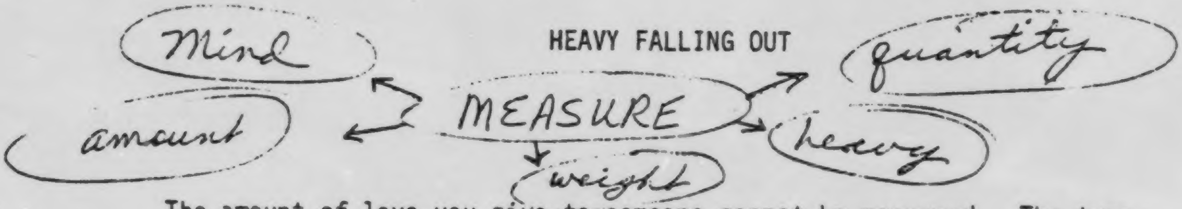
Every day you hear people complain about inflation and how terrible it is. The effect of inflation on candy bars upsets me the most. As inflation increases, the size of candy bars decreases. The packages are the same size, but the candy inside keeps shrinking. The companies claim that their prices do not go up, but you are getting less for your money. I fear that someday I will open up my candy package and there will only be a teeny, tiny, mini-chocolate chip-sized piece of tasteless chocolate. Inflation is terrible.

HEAVY FALLING OUT


Mind
quantity
amount
MEASURE
heavy
weight

The amount of love you give to someone cannot be measured. The type of love you share with someone cannot be determined. Only one person can weigh the quantity of the relationship. Love can't be measured, just treasured.

This activity has been used by teachers with students from first grade to college and they have reported unexpected growth in students' expressive abilities and, just as important, drastic increases in the students' interest in writing.

Another activity guides children in using inductive processes to identify patterns and to synthesize concepts and generalizations. This experience can be used to guide children's construction of relationships between symbols and sounds (spelling and reading) in the same manner as they extract meaning from their real world. This activity incorporates the following steps:

A. First the teacher identifies the patterns and the relationship to be synthesized by the children and selects words which follow the patterns.

B. Then the children experience the raw materials--the words--using varied modalities as they see, hear and say the words.

C. The third step is to lead the children in identifying the visual and aural patterns necessary to the relationship.

D. Next the children are guided to formulate a conditional statement--If..., then....--the generalized statement of the relationship.

E. This statement is then tested by using it with additional words both in isolation and in context, if appropriate.

Although this activity focuses on a linear analysis performed by the left brain, the children develop the generalization using the inductive, synthetic processes of the right brain. This helps children feel they have some control of their learning and also provides a pattern for thinking using both hemispheres which can be transferred to many other learning tasks.

While the activities mentioned here are known to many, the concepts of right- and left-brain learning sheds new light on their purpose and value. Such activities provide students with opportunities to shift repeatedly between two different kinds of brain functioning, as well as to engage both brains in a balanced manner. Equally important, they identify a context for planning which can help teachers look at their instructional activities in a new light.

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A PEEK INTO THE 80's

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SP 019 391

A PEEK INTO THE 80's

My remarks today are organized into four areas affecting education:

A. Political and Organization Matters (Control Issues)
B. Social Issues
C. Economic Issues
D. Curriculum Issues (Purpose)

I will address each area briefly and then following the response, I hope a basis will have been established for some fruitful discussion.

A. Political and Organization Matters (Control Issues)

The political arena is going to be an interesting one in the 80's. Is the federal government going to control education or are the states? Obviously neither, but I believe the states will retain the major role that they have always exercised. It would appear from the action on the bilingual legislation and the general direction seemingly being taken by the Reagan administration as it relates to education that the states will also regain some power and control that they have seemingly lost. Lest we become too ecstatic about this, however, let's look at some issues that may not be so comforting.

I believe it is entirely possible that:

1. Rural states may lose ground, primarily financial, under the direction being taken, and particularly under the block grant system. We have never been listened to all that closely in Washington and if numbers of people in an area are all that are counted, the rural area and its needs may not be adequately addressed. Rural states have really been subsidized by more populous areas under the current system and there are good reasons for this. The real issue is whether we want to maintain and sustain rural areas and some of the associated costs, or whether we wish to continue the progression toward aggregation.

2. There are educational issues that are of national concern and international concern and simply leaving the matters to the

states may be very unwise. Two examples may illustrate:

a. Skylab has just been launched and space colonization will soon follow (primary impact will not be in the 80's). Laugh if you like, but you would also have laughed at what I have seen happen in my forty-plus years. What state, or states, is/are going to assume responsibility for educational issues related to this matter?

b. A social concern, such as opportunities for the handicapped. Is this a national concern and a national priority or a state concern? What do you do if you take the position that it is a state concern and a state ignores its responsibilities? What about areas, local or state, that really cannot afford to provide equality of opportunity?

I believe some of these issues will be debated and determined to be national concerns and others will be left to the states. The process and structure which develops may be the most important contribution of the 80's. In any case, we will see this educational debate in the 80's and will, in fact, be a part of it.

3. Department of Education or some other structure for education on the federal level. This is going to be an early debate in the 80's. Frankly, I believe there is no question that the Department of Education will go, considering the President's current momentum. My view is it will go to an independent agency status and that as far as influence for education is concerned, it won't make any difference. It will affect the perceived influence and pride of groups that fought for the Department, such as NEA and others, but won't hurt the general influence of education at the national level. A return to sub-department status, as with the old Health, Education, and Welfare, would be a real step backward.

4. Teacher-Board Control. Through the 80's we will continue to see the strict struggle for control and the continuance of adversarial relationships that are present today between

teachers and administration and boards. This is largely a function of history and economics.

In my judgement, this is hurting education in general and the public is penalizing us economically for this bitter process. The public takes sides and it is increasingly difficult to pass bond issues or other educational measures requiring public support.

What I hope can happen is that a more professional process can be derived. I don't know what the process is, but if we are committed to finding it, my guess is that we can. A process where the profession is more unified and less adversarial. As an aside, I believe we will see less negotiation by negotiators from outside the system, and we are going to have to do more in terms of training local administrators and teachers in the negotiation process.

5. State-Local Control. I believe we are seeing, and will continue to see, increasing evidence of the state taking away local control. A major focus for this will be in the area of competency testing for students, increasing graduation requirements, teacher competency testing, etc. The placement of the block grants in State Departments of Education will certainly introduce some interesting dynamics.

   Certainly there are issues that are state issues and state control is not necessarily bad, but determining these issues will be a major debate taking numerous forms. If the state continues to assume an increasingly larger proportion of funding, certain controls will go with it. That is not necessarily bad, but we ought not fool ourselves and assume it won't happen. We can't argue for more help and fewer strings.

B. Social Issues

I believe the social issues will be very much the same ones of the 70's. The principal ones in Idaho will be bilingual-bicultural education, largely as it relates to the migrant worker population; the education of the handicapped; the education of the academically talented; and a general debate as to keeping educational opportunity accessible to all citizens.

Bilingual-bicultural education will continue to evolve around differences of opinion as to whether people should be assimilated into the general culture or should pluralism be fostered. I believe this debate will continue well beyond the 80's without any agreement. The history of the American Indian certainly seems to support my view.

The handicapped-normal-gifted student argument really is whether we can afford to and should provide quality educational opportunity to all our citizens or whether we should concentrate our efforts on those seemingly most capable of making a contribution. Although this will be a debate, I believe we will continue to attempt to provide education for the masses. Whether the commitment is there to adequately fund the system is another question and may, in fact, be the measure of our real commitment.

The previous example is really an instance of the general debate of the provision of educational opportunity. Do we really believe that all citizens should have access to educational opportunities to the extent that each individual can benefit from them? Do we really believe that an educated citizenry provides the foundation for a democratic society? Do we believe, as Thomas did, that "Any nation that expects to be both ignorant and free expects what never was and never will be"? This debate has and will take many forms, but let's not lose sight of the broader issue involved.

Finally, I would like to approach technology as a social issue of increasing importance in the 80's. No one really questions that we are in the midst of an information revolution. Certainly in education, computers, video laser discs, and related technology hold significant import for education. The issue I wish to raise is that I believe to not have access to information is to be at a disadvantage; to not have information related technology is to be at a disadvantage. I believe there is an increasing disparity within this country and within the world community as it relates to information related technology and, consequently, information. There is an increasing separation between the "haves" and the "have nots." The exact implications of this are not clear to me, but it certainly is a matter which should not be ignored.

C. Economic Issues

This is really a tough one. It is certain that inflation and relatively high unemployment are going to be with us until the middle 80's and perhaps well beyond. This may well mean that schools are in for trouble in terms of obtaining the funding to operate them adequately. I suspect this will be in part true, and we could view this as a lack of support for education.

On the other hand, business and industry are increasingly talking about productivity and ways of increasing productivity. The discussion isn't directed primarily at machines, but at people. Foci are being placed on the knowledge and skills of the labor force; motivation, attitudes, work habits, and related matters. Increased attention is and will be placed on basic skills including problem solving - critical thinking skills in the elementary and secondary schools; adult and continuing education will receive increasing attention which has significant implications for teacher education and the public schools. I guess the principal point I wish to make here is that there will be increased attention and pressure on education, but also public attention and increases in support may follow.

D. Curriculum Issues (Purpose)

I believe there will be continuing pressure on the schools from a whole host of pressure groups - the basics, our economic system, foreign languages, environmental education, sex education, and science education to name a few. We may as well get used to hearing such things as, foreign languages are absolutely crucial to our nation's survival; increased development in science education is necessary to prevent our technological collapse; and so on. What I hope will happen is that we will establish local, state, national, and perhaps international prioritized agendas. This won't be completed during the 80's, but at least we could begin work on the structure and processes for completing the task. Whether it will happen or not depends on whether we want it to occur and are willing to give as well as take in the process.

In conclusion, I don't believe I have painted a dismal picture. There is really no finality in anything I have said, and there can't be. The 80's, in large measure, will be determined by the inertia of the past and what we decide to do in terms of the issues which confront us. I certainly don't believe that we are helpless and that the task is hopeless. It is an exciting time to be living and I hope we accept the challenges of the 80's with enthusiasm. As the 70's were a time of self doubt and confusion, I believe the 80's will be a time of priority setting and confidence renewal.

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Educational Organization:
Some Suggestions for the 1980's

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I must at the outset of this presentation state that what follows is not empirical in any recognized sense of the term. Rather, what I propose to do is to make some suggestions for public education in the 1980's based upon personal experience, logic (I hope) and perhaps most of all, wishful thinking. I should like to begin by stating some propositions which I intend to examine and support and then follow with some conclusions based upon these propositions.

Proposition one: Public education as presently operated works to get its best teachers out of the profession by the time they should be reaching maximum effectiveness.

Proposition two: An industrial model of school district organization is inaccurate and helps to create the problem of losing effective teachers from the nation's classrooms.

Proposition three: Programs do not make good schools; good teachers make good schools.

Proposition four: Unless Schools of Education and school districts change their approaches to recruiting and hiring, the quality of teaching will decline during the '80s. First then, let's clarify and examine Proposition one using Idaho as an example.

As far as I know every district in Idaho operates on a salary schedule which has two elements for financial increments; one aspect based on experience (the number of years of teaching) and another based upon credits earned beyond the BA degree. Typically, the former is composed of steps of yearly increases stopping at the thirteenth to the fifteenth year of teaching. The latter, the educational element, increases dollar payments in units of 12 - 15 credits to the MA. If credits are allowed beyond that only a few are recognized such as MA + 15. What are some implications of this salary schedule?

One is that it doesn't pay to stay in teaching as a career. If a teacher begins at age 23 or 24 that teacher reaches maximum earning capability at about age 36 to 38. What then? Unfortunately, in my view, one of three things usually happens. The first and most common occurrence is that the teacher leaves the profession. The second alternative is administration or counseling which opens the possibility of additional money and year-round employment. The third option, seldom taken by the best teachers in my opinion, is to stay in the classroom. Now, one might ask, how in the world can you document such a proposition when teachers are not rated or ranked? How can you say that the best teachers are leaving? One can only venture such a judgment based upon experience. But my experience tells me it's the case. The logic of a thirteen step salary schedule escapes me unless it is that school districts don't want older teachers to stay teaching. Could that really be the case? I shall make some proposals relative to this problem later but I want to be clear that, in my opinion, the 13-15 step salary schedule forces teachers to leave the profession at the height of their professional competence. There is nowhere to go! Related to the salary problem is the 9-9 1/2 month school year. I don't want to beat the year-round school program horse. But I do want to make the point that for many men and increasing numbers of women additional work in the summer is an economic necessity. Typically what do teachers do in the summer? I can speak for Idaho. They work for the BLM. They paint houses. They work for city recreation. They smoke jump. They occasionally go back to school. Some, but very few, teach or develop curriculum. I don't want to argue that a change of pace from teaching is not worthwhile, indeed for some it is. But what does the necessity of summer work fighting fires say to the professional teacher who wants to make teaching a lifelong vocation? The answer is to become an administrator and get an 11-12 month contract, which brings me to my second proposition.

Generally, in the 20th century the organizational model for the public schools has been that of Industry. The School Board is analogous to the board of directors - the superintendent-management, the principals, VPs etc., mid-management, and the teachers, the workers. Indeed, the NEA is now considered a union from both outside and inside the organization. My contention is that the industrial paradigm doesn't fit and in fact creates many of the problems now facing education. First, teaching - learning is not like making automobiles. Neither quantity nor quality controls exist in Education. Yet we persist in developing programs and processes as though, like Chrysler switching to robot welders, we can affect quality and quantity results by programs. Then we ask ourselves "What happened to the New English, Social Studies, Math, Science, etc. after a few years of effort?" The fact is the model is wrong. We must create a new one. Teachers are more like surgeons than production workers. They operate independently or in teams but their attitudes, values, expertise, and dedication determine their product. Would one consider promoting a surgeon to hospital administrator? No, one is promoted to Chief of Surgery. But, and this is most significant, he/she still operates. One is "promoted" from the classroom to the vice principal's office where he/she administers discipline and (in Idaho) ferrets out truants to keep the average daily attendance up so the school doesn't lose money. Honestly, when the teacher closes her door and takes her class in hand she is as autonomous as the surgeon in the operating room. Incidentally the surgeon usually buries his failures. To carry this notion a bit farther, physicians raised their status themselves. They didn't wait for society to do it. John Goodlad has said that physicians would still be working in barber shops letting blood if they had waited for society to elevate their status. Teachers also must raise their own status.

The Industrial model fails in other ways. The production of autos, barrels, or brooms depends on selling. Nothing sold; nothing produced. However kids keep coming in good economic times as well as bad. Teachers can't limit their number to raise their economic pull. An artificial shortage cannot be produced. There's always a fresh supply to start at the bottom. If, for example, math teachers are in short supply, the quality of those who teach math goes down rather than there being no one to teach math. The schools just get the bottom of the math barrel. Since colleges including Schools of Education need bodies to justify their existence they encourage numbers which helps create an oversupply, which in turn keeps the salaries low. Also since willingness or ability to take on extra curricular assignments is a major criterion for initial job placement, high academic standards are virtually impossible to demand and maintain. The 2.5 history major who can coach the line is a more attractive candidate than the 3.5 60-hour history candidate who can't or won't. Perhaps this is exaggerated but I don't think by much. So versitility more than excellence or preparation is ususally sought which tends to diminish the status of the education major on campuses and leads to a lowering of quality teachers. Proposition three indicates my belief that quality teachers make good schools, not programs.

A major developer of social studies materials for secondary schools once told me that his program was "teacher proof," that is, if the teachers simply handed out the materials and followed the instruction in the teacher's manual the students would learn, guaranteed. Hundreds of thousands of Federal dollars were spent in the development and dissemination of these materials. Today at least in Idaho they are gathering dust in the teacher's closets. The fact is that no materials are or should be "teacher proof;" no program guarantees results despite the quality of persons involved in its implementation. We should have learned from the demise of many Title III projects. Persons make the difference. I want to make clear that I am not anti-program. Rather I am pro-teacher. Without intelligent, committed teachers, programs don't work well. An example: About fourteen years ago an innovative principal-superintendent in a small Idaho town developed a brilliant approach to individualized instruction using all sorts of audio-video devices. The school buildings were redesigned to aid individualization and open the learning process. Educators come from virtually all over the U.S. to examine this school and its techniques. A first rate film was made to publicize this innovative program. The little town and its superintendent became nationally famous. So famous, in fact, that the superintendent was lured to a bigger school district in another state. What happened I think makes my point. Apparently not all the teachers were able to implement this program or they were not committed to its value because within a few years of its beginning one could find little evidence of the program's existence. A teacher who teaches there now was not even aware that this school district was, for a brief two or three years, one of the most celebrated in the country. Programs work if dedicated, intelligent, committed teachers make them work. We spent millions of dollars on programs which now provide themes for national conferences such as, "What happened to the New Social Studies?" America's and indeed the world's great universities were built by attracting the greatest professors to them. Programs may emerge within these institutions as a result of these great minds being given the freedom to develop ideas. But the great teachers and scholars make the programs not the opposite. Now consider the public schools. A supervisor, superintendent or principal becomes aware of a new program which has some research to show that it produces significant results in, for example, reading improvement. He/she becomes convinced that school needs that program to 1) help its kids read better, 2) get recognition for the school district and, 3) get some recognition for the principal as an educational leader-innovator. The teachers of reading are called together and informed (sold) of the value of the new program including the new materials. The dialogue goes like this. "Next year we will start this new program so this year will be spent in in-service to prepare you all to make this program work." Even if all of the present staff were committed to the program's value the turn over rate, especially of the good teachers, creates in a few years a number of uniformed and/or uncommitted teachers who wittingly or unwittingly sabotage the program. Remember teachers pretty much do what they want to behind the classroom door. The Boise School District Humanities program illustrates the point. Virtually none of the present teachers participated in the original extensive in-service sequence which accompanied the program's beginnings. We in education jump from program to program looking for the magic formula to provide the success we all so desperately want. We won't find it in programs. We will find success but not utopia in recruiting better people into teaching and keeping them there, which leads me to Proposition four.

Schools of Education must recruit higher quality students, present them with an adademically rigorous demanding program and wash out the unfit before they get to student teaching. I know that sounds harsh and perhaps elitist. But I mean every word. No one would question the rigor of a surgeon's preparation. (One could question the liberality of the curriculum but certainly not the rigor.) Thousands fall by the wayside. What has resulted is the marvel of the world. This is not to say that an occasional incompetent surgeon doesn't slip by. By contrast Education appeals to the academic lower half of a university and the best of these are induced out of the classroom in time. Three current trends in society disturb me as I contemplate the future of teachers and teaching.

The Women's movement has resulted in a change of attitude on the part of some of the brightest and most able women. Formerly these women were attracted to nursing and teaching because they were traditionally "Women's professions." Now Schools of Medicine, Law, Business and Engineering are attracting these bright, young women. We all had our Miss McCarthy, the stereotypical, dedicated, life-long English teacher whose vocation was to spend forty years in the classroom. They were the brightest and best of the past. I don't want to indicate that all of the women studying to be teachers today are losers. Indeed they are not. But I feel the trend is strongly toward other areas for today's brightest and best.

A second trend which does not bode well for the future of teaching is the massive movement of students toward business courses. The financial pot at the end of a four-year accounting program is nearly double the beginning salary of a classroom teacher. How can Schools of Education recruit the best in a university against those odds?

A third trend which I think is ominous for high quality teaching in the future is the Rise of Religious Fundamentalism represented by the Moral Majority.

Dr. Jerry Falwell in a recent Sunday nationally televised sermon exhorted his flock to encourage their sons and daughters to become teachers in order to turn America's youth towards the path of righteousness. Now, understand I'm not on the side of "wrongeousness." I am, however, on the side of schools being the place for free and open inquiry into ideas. I may be misjudging their frame of reference but I see many of the Moral Majority as anti-intellectual indoctrinators. I don't want a generation of teachers preparing our children who are not scholars in the classic meaning of the term but who are, rather, consumed by a mission to teach the "Right" as they see it. How can Schools of Education recruit the brightest and best against these trends? I propose to offer some ideas in the remaining few pages, which, I think, will speak to all four of the propositions presented above.

Gilbert Highet in his monumental book about teaching and teachers, "The Immortal Profession," indicates his belief in the idea that altruism and service to society are among the noblest ambitions to which humans can aspire. The best teachers are, in his opinion, among society's finest examples of these qualities. Mercifully, American society has passed through its preoccupation with "me-ism" and, it seems to me, is ready for a movement towards man's higher aspirations. But, Schools of Education must become more elitist for this to happen. It must become harder to get a teaching degree and the degree once awarded must be potentially financially rewarding enough to keep its practitioners considerably above the poverty line. Most of us in college Schools of Education were once grade or high school teachers. My guess is that most of us would not go back to public school teaching even if we were offered considerably more money. (I'm not going to test this today, however.) The reasons would vary but my guess is that we have more autonomy, recognition, and status in college than we had in the schools. Also we have a career field by academic rank which opens channels of prestige and money at least presumably related to job performance as well as length of service. Our Deans and Department Chairmen govern collegially. We have a say about who will be our colleagues and what happens in our departments. We do not consider ourselves production workers but autonomous professionals. I think this design makes sense for the schools as well.

Why can't academic rank be awarded in the schools - analogous to assistant, associate and full professor with approximately similar time in grade requirements? A "senior teacher" akin to a full professor would (or could) have the salary and status of his/her college counterpart. Criteria for advancement could be developed collegially by teachers and staff. Further, this senior staff ought to have a significant role in school policies and practices, on who is hired and fired, on programs and people. They should form a sort of academic cabinet for the school's administrator. This senior teacher cabinet would therefore have a significance in virtually every decision affecting their teaching environment. They also should have the option of an 11-12 month contract. This additional time could be spent in curriculum development, summer program teaching and other academically related professional activity. Senior teachers also should be granted time each week to become active in community service clubs and other such organizations. Superintendents and principals typically represent the schools in such organizations because they have the time to attend. I think these notions could be implemented in the schools with little disruption and only a relatively minor increase in cost. But what they could do for teaching as a life-long professional career! Many principals of my acquaintance confide privately that the happiest, most satisfying time of their professional lives was their classroom teaching period. However, they state that financially they cannot afford to go back to teaching and that futher they don't want to return to painting houses for summer income. Related to the salary staff proposal is the notion of the change in model of organization.

I have suggested a surgical staff as one but perhaps a better design is that of a research group especially one doing basic rather than applied research. Researchers whether as team members or singly, must be autonomous and relatively free to follow their hunches. One must use the carrot of recognition rather than the stick of organizational discipline to get results. However, the company must produce inventions or eventually the group will have to disband. The leader-manager of the research group assists in supporting the researchers, he facilitates their material needs and supports them psychologically when their efforts appear to be unproductive. He gives assignments and then relies on their integrity and competence to produce results. But, and this is most significant, he is not their boss. For if he is good he knows that he cannot command either creativity or committment; he cannot make or develop a good researcher. He can hire, support, and try to keep his best persons. He cannot command them to keep up on the literature in their field, to attend conferences, to work beyond the regular hours. For a minute consider the annual teacher workshops held usually for a couple of days each fall and again apply the research unit analogy in comparison. Who of a teaching staff is involved; who participates. A few short years ago Boise principals took role at the IEA-sponsored conferences to make sure that teachers weren't hunting or watching the World Series. Honestly, what percentage of a public school teaching staff is usally involved in state councils of teachers of English or Math or Social Studies. From my own experience as past president of the Idaho Council of Social Studies Teachers I wouldn't guess more than half of the teachers are involved, probably even less. And of those involved, in my view among the best, the attrition rate from teaching is very high. Why is there such limited involvement? I think it relates to the quality of persons we recruit into education and the policies of organization and salaries which districts adopt. My hunch is that participation in coaches' workshops and clinics is of a much higher percentage. Why will a teacher coach attend the coach's workshop but not the disciplinary conference of his teaching speciality? It's a question of values. He/she simply is more committed to football than to social studies and many times the principal, often an old coach, supports these priorities. I'm not saying that coaches should't attend clinics; I am saying that when ninety percent of one's salaries come from teaching, one's priorities ought to reflect those proportions. But, to get back to my analogy, good teaching can't be mandated any more than creative research. Yet schools presist in the industrial design which suggests that the principal is a boss.

I believe that the design I have suggested could work slowly to change that perception and to create more prestige and power in the senior teaching position. However, I don't mean to suggest that the change in model and perception will be easy. A model dies hard. It does because those who profit both in prestige and dollars are not likely to acquiesce easily. Further, the present design tends to lead to behaviors consistent with people's perception of their relationship. Some teachers sneak out of schools buildings before they should; they take sick leave when they're not sick. They do these things for all kinds of reasons. But among the reasons, I think, is the fact that they seem themselves as laborers. In effect they are saying, "If it's the principal's school, I'm not responsible for anything but my own classroom. Since he makes all that money let him (or her) take care of things." One might accuse me of both cynicism and distortion. Such an accusation would be accurate. Yet, there is truth in what I am saying. One needn't sit in faculty rooms very long to catch those attitudes. Not all faculty rooms and not in all schools for sure. Let me summarize then my contentions.

I began this discussion with four interrelated propositions. In sum they suggest that the present salary schedules and school organization models work against quality education by tending to induce the better teachers out of the nation's classrooms over time. Further, that the faith in programs to produce quality is and will continue to be ineffectual without quality personnel, and finally, that forces are at work to lower the quality of those likely to be teaching in the decade of the 1980's. I have suggested some notions to attack these problems at the core of which is the contention that what is needed most is a career field in teaching for the best and the brightest. Harvard is not a great institution because of its department chairmen. I do not deny that great leadership does not help to make a fine institution. I do contend that great educational leadership requires among other attributes, the recognition that superior people make superior programs and not the converse. I am not at all sanguine about the prospects of affecting the changes I suggest. I remain forever hopeful because I am a teacher. However, what is truly tragic is that the inertia of the present situation is virtually impossible to overcome.

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REORGANIZING INSTRUCTIONAL DELIVERY TO SURVIVE THE EIGHTIES: COPING WITH RESOURCE REDUCTIONS AND ACCOUNTABILITY INCREASES

by

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Preface

A paper for a symposium should be brief, to the point and focused on a relatively finite topic. The author apologizes in advance for failing to achieve this ideal. The fact is, however, that all of education from cradle to grave is about to enter an industrial revolution. The current budget cuts are neither signs of a temporary setback nor are they signs of the permanent collapse of education. They are signs of an organic change process that is underway. This process will, this author believes, result in education's long overdue industrial revolution. An industrial revolution means change in nearly every aspect of schooling. Drawing a finite topic from "every aspect of schooling" requires more self control than this author has. But the attempt will be made.

Introduction

The purpose of this paper is to describe three categories of major change in small and medium-sized higher education institutions that are likely to occur in the next few years and to identify three value positions that make it possible to cope with these up-coming changes. The paper will begin with a description of change process that is underway in order to establish a frame of reference.

Change

Although the current concern in education is to find ways to maintain budget stability through a difficult decade, it is probable that people who are concerned about maintaining budget stability are asking the wrong question. By the end of this decade, permanent radical change will have been made as the unintended outcome of grassroots survival efforts undertaken by many colleges and universities. After decades of talk, mandates, and incentives to change, education is today in the same structural pattern as it was in 1950 or even 1935. Schools and universities are still one of the few sectors of society that have not had an industrial revolution. Institutions have grown in size, but they have not changed their organizational procedures for doing business. Their allocation of human resources has not changed.

Over these decades, nearly all recognized change efforts have been initiated from the top down. These efforts have involved monetary incentives, political pressure, legal pressure or some combination thereof. In general these changes have not worked. The institutions have simply accepted new resources for use in traditional ways. Many touted changes ended the minute external funding died. In some cases, schools and colleges ignored mandates in order to preserve "academic freedom".

Where one can find evidence of real change, one quickly discovers that the changes occurred by grassroots processes resulting from social or technological evolution. If one orders institutions to conserve, the response will be half hearted; raise the price of fuel and the response is quick and significant. After students brought calculators to class, instructors responded to the implications of the tool. Only after calculators became a reality in a number of classrooms, did faculty and administrators begin to discuss the calculator as an issue. It is unfortunate that the discussion of calculators in classrooms has ranged from banning them to limiting their use; when, in fact, they are already an established reality. This points up two critical aspects of change.

First, change has been grassroots and organic even though educational leaders have not recognized the nature of the change process. The change has been from lower levels up rather than from upper levels down. Second, faculty and administrators have had a capacity for asking the wrong questions. Instead of asking questions about how to maintain budget stability and how to increase faculty salaries, they should have been asking questions about the ever increasing use of adjunct faculty who receive ever lower pay and have no program committment or input. Rather than worrying about past markets (e. g. the 18-22 year old group) they should worry about the new markets higher education is entering in an unconscious fashion. But, this may be too much to ask. Is not an organic grassroots process subtle, unconscious and survival oriented by definition?

Change In This Decade

Changes which are presently underway arise from fundamental changes in society. These changes are many in number and massive in scope.

The population patterns of the country are changing with a decrease in the 18-22 year old population and increases in the retired population. There is a new wave of adult immigration, notably but not exclusively Hispanic, and a major bulge in the mid-career population group resulting from the post-war baby boom. Some of these growing groups are demanding service while others are not yet aware of the possibilities in adult education.

Employment and job shifts are occurring with related career change and retraining needs. As illustrated by the condition of the housing or auto industries, the traditional production sector is declining. A current local example is, of course, the closing of the massive Bunker Hill mine and smelter in Kellogg, Idaho this fall. The agriculture sector has begun to increase manpower requirements as the U. S. becomes a major agricultural exporter. The service sector seems stagnant. Institutionalized education is a declining employer, but the knowledge and information sector is exploding in employee needs.

These job shifts are affecting tax revenues. For 1981-83, Michigan expects no revenue growth and is cutting education funding in order to keep police, fire protection and prisons functioning. Washington has cut the budget and is still having trouble meeting state payrolls. The federal government is cutting the budget in major ways. Currently many observers fail to look beyond recent conservative voting patterns to the fact that the tax revenue is not being produced. Legal changes which are forcing education to serve all people equitably are having an impact on colleges and universities. The well-known handicapped access and sex discrimination in sports are but two examples. Furthermore, there is increasing legal accountability for the quality of the actual education offered in the form of regulation and malpractice suits.

Education, then, is in a period of increasing obligation to produce and a period of decreasing resources. (This is true at all levels of education, not just in higher education).

Three Emerging Adaptations

1. Contracting with External Supplies. More and more support services will be subcontracted by small and medium sized colleges and universities. Many schools now contract their food services to organizations like Saga Corporation. The University of Texas at Austin does not provide dormitory facilities; outside contractors do that. Computer service and bookkeeping and billing functions can be contracted to outsiders. This author would expect the entire registrar's office to be contracted to external organizations in the not too distant future on some campuses. Security can be let out by bid to other organizations. In some cases the entire physical plant may go by the boards.

Any function which is not educational is a candidate for divestiture to a supplier who can provide economics of scale. Eventually one can envision a university which is pared back to faculty and a small administrative support staff.

2. Academic Cooperation by Franchise. A pattern of multi-institutional cooperative models will emerge. Motivated by the need to serve a new market or to update current programs at minimal costs, the pattern will be novel to professors but familiar to franchise oriented retailers. In the restaurant business, there are companies which are owner operators of one type of restaurant, franchisee for another and franchiser for a third. Jerico of Lexington, Kentucky would provide a good case study for college administrators who wish to follow the model. The concept is simple: we are and will remain owner operators on our campus' and in our market area for those programs which are strong. For a new need that the school could not normally provide the institution could become a franchisee. An example would be if Whitworth had a

need to offer a Ph. D. in Computer Science to a select group. As a school with limited computer science faculty and no Ph. D. programs at all, the solution would be to take on a franchise from a major university. In other areas the same institution might have a program to franchise to others. At Whitworth the M. A. in Applied Behavioral Sciences is an example of such a program. Implicit in franchise programs would be the lack of tenure on the part of faculty and the need to fund the program on the same basis as a business.

3. The Decline of Teaching. Professors will not have time to present lessons. This will be a problem for those who fail to recognize that the heart of teaching is the decision-making about what needs to be learned, about what has been learned and the counseling and advising that helps the student decide what to do. The decline of instruction will result partly from the evolution of new media. PBS can out do any of us at lesson presentation. The decline of instruction will be partly the outcome of the realization that the product is "student ability to do something" and the requisite need to emphasize student acquisition of knowledge. Teacher teaching never has equaled student learning. The main change, however, will arise from the fact that faculty will have no time to present lessons.

Adjunct faculty are already a growing part of higher education. These instructors present lessons and carry no advising, policy or program management responsibilities. Paid at a slave wage rate, adjuncts are a great bargain to the hard pressed administrator. One can foresee more and more adjuncts, fewer and fewer tenure track and tenured faculty until the point is reached that the management, policy and advising tasks abandoned through hiring adjuncts will smother the few remaining full-time people. Hence the full-time faculty will have to redefine their role in order to survive.

Getting to the Future

An institution can roll along with the unconscious organic change process until the conflict between lack of resources and service demand threatens the survival of the institution. When that point is reached, the institution can imitate others in implementing needed changes. Alternatively, an institution can consciously analyze and plan ahead. Where an institution plans ahead it will find that bits and pieces of the technical solutions are already in place. It will further find that the values of the institution are not threatened, at least if one defines the values as follows:

Value One. The Client Comes First. Within the educational task of the university we must recognize that our purpose is to enable people to learn. The delivery system is not sacred; the learning of our student is.

Value Two. The Credit is the Measure. The college and university is not the only educational agency. It is, however, the only agency that issues credit. This means that the function of verifying learning success is paramount and the essence of the faculty role is the decision-making and evaluating process relating to what should be and what has been learned.

Value Three. Delivery of Service Must Be Cost Effective. The cost cutting is with us. The need for more learning is apparent. We will have to innovate in every way possible to improve cost effectiveness.

As colleges examine inter-institutional cooperation, new media of learning, structural innovations, productivity improvements and staff development needs the results will be an industrial revolution. The results will be exciting and positive if faculty and administrators pursue the changes with diligence. On the other hand, they might be just as exciting and positive if faculty and administrators continue blindly along.

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THE EFFECTS OF TEACHER TENURE ON THE EDUCATION PROFESSION: A SOCIETAL AND PROFESSIONAL CONCERN OF THE EIGHTIES

By:

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THE EFFECTS OF TEACHER TENURE ON THE EDUCATION PROFESSION: A SOCIETAL AND PROFESSIONAL CONCERN OF THE EIGHTIES

In recent years there has been an increased interest in the concept of teacher tenure throughout the entire country. Educators, school board members, legislators, parents and community members have expressed concerns as to how effective the principle of tenure has been in influencing the overall continued effectiveness of teachers who receive the permanent status offered by present tenure laws. Some feel that tenure laws are necessary because the security they offer teachers is directly related to teaching efficiency, morale, freedom, and is instrumental in contributing a very real element of human dignity to the teaching profession. Others state that while tenure laws, as presently conceived and practiced, protect the teacher from capricious and malicious actions by school boards and administrators, they do not afford equal protection to pupils and to the school community from teachers who are incompetent. Some even stated that the impression given by tenure laws, as presently implemented, was to place the whole emphasis on the protection of the teacher even when they were a liability to the profession.

Teacher Tenure Beginnings

The concept of modern tenure emerged in the latter part of the nineteenth century as a result of a movement which repudiated the uneconomical and inefficient political "Spoils System" (Chandler, 1955) Although the initial concept of tenure laws was developed for civil service systems, the possible application of such principles to the needs of the teaching profession were recognized by educational leaders at an early date. As early as 1897 Elliot (1905) stated:

> If public opinion settles down upon the conviction that a tenure for teachers during good behavior and efficiency is expedient and desirable, some legal way of attaining what is desirable will be found.

This desire and need for tenure was also expressed by Housman (1923), who indicated that in that period of time teachers were employed on a yearly basis and could be ousted by the board if they decided to terminate their contract. This termination of employment could occur no matter how excellent their teaching record might have been, or how much time and money had been spent in their professional preparation.

The growth of tenure was due, then, to a general recognition throughout most of the country of such abuses in teacher hiring and firing procedures. Concern increased when it was shown how citizens with personal grievances would run for school board positions and once elected use their power to revenge themselves upon teachers who were helpless to resist such practices of bias. These practices led to other capricious policies, such as nepotism, political patronage, social and ethnic bias, and economic pressures (Jensen, 1955).

The resultant state of low teacher morale caused by this lack of personal security and financial insecurity was recognized as having a deleterious effect on the efficiency of the classroom teacher. These factors brought about successful efforts over a period of many years to develop and adopt tenure laws throughout the country with varying degrees of rigidity.

Presently, teacher tenure laws exist in virtually every state in the union.

Throughout the history of teacher tenure laws, however, there has existed a great deal of controversy relative to the value, necessity, prescribed procedures and what benefits such statutes offer education. Several studies have characterized the controversial nature of indefinite teacher tenure as requiring more carefully planned and valid studies, which would provide empirical bases for authoritative answers to questions of a procedural and substantive nature concerning the actual effects of teacher tenure (Mullins, 1944; Chandler, 1955).

Teachers have expressed the need for tenure as a necessary means of protection against unscrupulous school boards. Administrators and school board members react to tenure as a problem which mandates an impossible procedure in the removal of the incompetent teacher because of cumbersome and time consuming procedures. These procedures are coupled with an inadequate legal framework which inhibits and often prevents the removal of the incompetent teacher from the classroom (Garber, 1956; Firth, 1960).

A recent statement issued by a school personnel committee formed by the California School Boards Association characterized existing tenure laws as:

> . . .inefficient, expensive, time consuming, vague, lack flexibility, and do not differentiate between probationary and permanent teachers. Procedures thereunder to not afford prompt resolution of disputes between public school employers and the teachers. Evaluation procedures in too many districts are negative, unreliable, or non-existent instead of being positive and an aid in

the retention and growth of highly-qualified teachers (California School Boards Association, 1971).

Thus, the controversies surrounding teacher tenure laws have been greatly intensified because of such positions as those stated above, and other statements and allegations which claim that teacher tenure has become a haven for the incompetent teacher (California School Boards Association, 1971). Teacher organizations, on the other hand, stress the need for teacher tenure in order to protect the able, conscientious, independent-minded and innovative teachers from arbitrary, capricious, unsubstantial, and unsubstantiated dismissal (California Teachers Association, 1971).

Throughout the history of the development of teacher organizations, the recognition of teaching as a profession has been a primary goal. In order for an occupation to emerge from the level of skilled craft or grade to that of a profession, however, certain common criteria must be met. It must first acquire a body of organized knowledge with a clearly defined terminology. This body of knowledge must then be applied as an essential social service by specialists who have undergone an extensive training period. The characteristics of this professional development were outlined as: (1) client welfare is the foremost consideration of the professional; (2) the professional group assumes authority and responsibility for itself and individual practitioners and is, therefore, self-disciplining; and (3) the professional practitioner accepts responsibility for his judgment and acts (Simpson, 1959). If education is to be accepted and recognized as a profession, these characteristics must be recognized and met.

Comprehensive tenure laws have afforded the opportunity for teachers to make their work a recognized profession (Fisher, 1951). Having been freed from unnecessary worry of dismissal for capricious or arbitrary reasons, the teacher is thus able to maximize his contribution to the school organization and student client. They are further freed from restraints and pressures which would otherwise inhibit independent thought and creative or innovative action (Byse, 1961).

But with all these benefits, teacher organizations tend to overlook the fact that tenure laws are abused by some teachers and have failed to move forcefully in assuming responsibility for disciplining individual practitioners and effectively police their own profession. Teacher tenure has become oriented toward teacher security rather than effective teaching and too often eliminates the tenured teachers incentive to improve (Cass, 1960).

It was suggested that while tenure alone can not cure all of the faults found in our public school systems, neither should it be the scapegoat. For while it is true that tenure laws protect the competent teacher it will be impossible for teaching to become an acknowledged profession as long as teachers and teacher organizations insist that the security offered by teacher tenure is based on the law itself rather than upon demonstrated worth.

Tenure appointments are considered by many educators to be harmful to the profession inasmuch as those who achieve this level of security sometimes perform at a level less than would ordinarily be acceptable. Although such teachers are relatively few in number, their presence on a staff is often a reflection on the entire instructional staff (Smith, 1968). These few but significant minority who suddenly "relax" when they become assured of their position begin what later becomes an established pattern. They begin to use the same lesson plans, tests, and bulletin boards. They arrive at school in the morning just in time to meet their class and leave in the afternoon as soon as possible after the final bell. They complain about the never-ending meetings and try to convince the new members of the staff that no matter what they do the kids won't learn anyhow (Stone, 1969).

Summary

It was pointed out that the need for teacher tenure is essential for the protection of the innovative and competent teacher from capricious and arbitrary dismissal. In spite of the need, however, it was also suggested that the lack of an incentive to improve professionally after having received tenure, the failure of teacher organizations to fulfill the characteristics of a profession by forcefully and effectively policing itself as well as the effect of tenure laws in creating near impossible procedures to meet in the removal of the incompetent teacher are all areas of deep concern as to the value and beneficial effects of tenure statutes. It was further pointed out that the controversial nature of tenure laws require more carefully planned and conducted studies which would provide valid empirical data and would lead to authoritative answers to questions regarding the effects of statutory teacher tenure laws on the education profession.

Procedures

Through an examination of the literature, certain statements were derived which were recognized by specialists in school law, education, and teacher tenure as having specific effects on the education profession (See Table 1). The main areas of concern developed by the statements raised many questions suitable for careful thought and discussion between those debating the efficiency and need for tenure laws. The thirty-one statements derived from the literature were grouped into five major research questions listed as:

(1) What are the effects of teacher tenure on the teaching profession?

(2) What are the effects of teacher tenure on the individual teacher?

Table 1

Thirty-one Effects of Teacher Tenure on the Education Profession
Listed by General Heading
Number as Placed in Questionnaire

A. The Effects of Tenure Laws on the Teaching Profession:

1. When a teacher receives tenure his efforts to improve the quality of his work is likely to cease;
8. Tenure laws attract more able and competent teachers to the teaching profession because of the existence of tenure laws;
11. Tenure encourages the competent teacher to remain in the teaching profession;
16. Tenure encourages the professional growth of the teacher;
17. Tenure encourages the teaching profession to police its own ranks and to take disciplinary action against any teacher who violates professional ethics;
28. Tenure is harmful to the education profession inasmuch as those who achieve this level of security sometimes perform at a level less than would ordinarily be acceptable.

B. The Effects of Tenure Laws on the Individual Teacher:

7. Tenure provides the teacher with protections for political and social attacks;
12. Tenure relieves teacher anxiety concerning the possibility of failure to be reemployed;
20. Tenure is necessary to insure the teacher freedom of thought and action;
21. Tenure increases staff morale;
30. Tenure is needed to protect the teachers freedom to teach and pursue truth;
31. Tenure prevents the management or domination of schools by outside groups for selfish or improper purposes.

C. The Effects of Tenure on the Student:

10. Tenure laws benefit the educational welfare of students;
15. Tenure laws benefit the educational program of the school;
29. Present tenure laws are oriented toward teacher security rather than effective teaching.

D. The Effects of Tenure on the Orderly Dismissal of the Incompetent Teacher:

2. Tenure protects school boards against charges of unjust dismissal;
6. Tenure laws make it practically impossible to dismiss the unsatisfactory teachers;
14. Tenure establishes honest, orderly and definite procedures to remove undesirable teachers;
18. Tenure prevents the dismissal of teachers without reasonable proof and cause;
19. Tenure prevents dismissal of teachers who are mentally and physically unfit;
22. Tenure infringes on local autonomy in public education;
23. Tenure dismissal proceedings create public concern over the efficiency of the supervision and administrative staff;
26. Tenure creates a hardship on all concerned because of the time and effort required for the implementation of the statutes;

E. The Effects of Tenure on Personnel Administration:

3. Administrators refrain from constructive supervision because the tenure teacher is accepted as permanent;
4. Tenure encourages a careful selection and retention of teachers on an equal basis is encouraged by tenure;
5. The establishment of a universal rating system which rates all teachers on an equal basis is encouraged by tenure;
9. Tenure encourages improved personnel administration;
13. Tenure reduces teacher turnover and provides for staff stability;
24. Tenure increases the number of probationary teachers dismissed;
25. Tenure makes the probationary period one of judging rather than providing an opportunity to give teachers needed training and experience;
27. Tenure encourages school board members and administrators to clarify initial requirements for employment.

(3) What are the effects of teacher tenure on the student? (4) What are the effects of teacher tenure on the orderly dismissal of the incompetent teacher? and (5) What are the effects of teacher tenure on personnel administration?

The thirty-one statements were randomized and placed in a format which measured the attitudes and perceptions of school board members, teachers, and administrators toward each statement of the effects of teacher tenure on the education profession. The respondents for the study consisted of 180 teachers, 90 administrators, and 75 school board members from 20 selected school districts. Utilizing a Likert-type questionnaire response format, the findings of the study were analyzed for levels of significant attitudinal differences between teacher-board, board-administrator, and administrator-teacher respondents. Through the instrumentation of the chi-square (X^2) statistical analysis, levels of significant differences between each paired group were determined (X^2 level of significance = $>$ 6.64). In order to statistically validate differences revealed by the questionnire, all teachers, administrators and school board members, as well as actual school districts chosen for the study were randomly selected.

Of the 345 questionnaires sent to the selected participants from three groups (Teachers, Board Members and Administrators) a total of 317 acceptable responses were returned. This ninety-one percent response was broken down as follows:

	Questionnaires Sent	Acceptable Responses	Response Percentage
Teachers	180	168	93.3
Board Members	90	80	88.9
Administrators	75	69	92.0

Twenty percent of the respondents were then randomly selectd as participants in structured patterned interviews designed to determine personal and group perceptions toward the effects of tenure on the education profession and why such significant levels of differences existed in each paired respondent group (Teacher-Board, Board-Administrator, and Administrator-Teacher).

A total of sixty-four respondents were interviewed (34 teachers, 16 administrators and 14 board members). Any statement made during the interviewing process which was expressed by at least fifty percent of the interviewees (17 teachers, 8 administrators, and 7 board members) was considered of sufficient importance to be listed as a significant interview finding.

Analysis of Findings

An analysis of the data obtained from the questionnaire revealed significant levels of differences between board-administrators, teacher-board and administrator-teacher perceptions and attitudes toward the effects of teacher tenure as developed from the questionnaire. These statements are listed by number as they appeared in the actual questionnaire instrument and reveal specific levels of significant differences measured by the application of the chi-square (X^2) statistical formulation. The results were then listed is tabular form which revealed significant differences between each respondent group (See Table 2). Respondent groups listed were paired and identified as: Board Compared to Administrators; Teacher Compared to Board; and Administrators Compared to Teachers.

For purposes of reporting the data, a further tabular analysis of the statistical findings of the study were grouped and classified under each of the five major headings developed for the study as previously outlined (See Tables 3-7). After each table, an analysis of the major significant findings revealed from patterned oral interviews conducted with selected questionnaire respondents were outlined, listed under each major heading and analyzed separately.

Table 2

Chi Square Values for Board, Administrator and Teacher Responses to Thirty-One Basis Statements

Statement	Board Compared to Administrators	Teacher Compared to Boards	Administrator Compared to Teachers
1	8.88	6.71	.61
2	2.69	13.99	5.86
3	1.28	.05	1.44
4	1.32	2.22	.32
5	.06	.94	2.22
6	.12	12.18	8.47
7	.28	.85	.37
8	.02	1.49	1.72
9	8.64	8.94	.04
10	14.29	26.52	3.10
11	3.20	27.46	14.44
12	.17	1.06	3.06
13	4.33	9.99	1.85
14	15.60	21.81	.92
15	13.10	27.25	3.88
16	5.62	24.21	10.37
17	1.30	8.18	4.24
18	.38	2.79	2.02
19	.83	7.08	2.34
20	10.37	18.06	1.72
21	5.20	20.61	6.50
22	3.65	14.44	2.82
23	.14	.30	.48
24	1.39	.02	1.69
25	.12	2.96	1.28
26	7.08	19.51	2.66
27	.16	1.28	.92
28	15.29	19.89	.09
29	1.04	17.47	9.24
30	15.29	22.37	1.19
31	5.11	14.06	10.24

$x^2_{.01}$ (1) $>$ 6.64

The Effects of Teacher Tenure on the Education Profession

There were six statements included under this major research question. An analysis of the data revealed significant differences between teacher-board respondents in five of the six statements. Both board-administrator and administrator-teacher paired respondent groups differed significantly in two or the six statements (See Table 3).

Table 3

EFFECTS OF TENURE ON THE EDUCATION PROFESSION

A. EFFECTS OF TENURE ON THE EDUCATION PROFESSION	Board Administrator	Teacher Board	Administrator Teacher
1. When a teacher receives tenure, his efforts to improve the quality of his work are likely to cease.	8.88	6.71	.01
8. Tenure laws attract more able and competent teachers to the teaching profession because of the existence of tenure laws.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS REJECTED TENURE EFFECT STATEMENT .02	1.49	1.72
11. Tenure encourages the competent teacher to remain in the teaching profession.	3.20	27.48	14.44
16. Tenure encourages the professional growth of the teacher.	5.82	24.21	10.37
17. Tenure encourages the teaching profession to police its own ranks and to take disciplinary action against any teacher who violates professional ethics.	1.30	8.15	4.24
28. Tenure is harmful to the education profession inasmuch as those who achieve this level of security sometimes perform at a level of less than would ordinarily be acceptable.	15.29	19.89	.09

Degree of Freedom = 1
Degree of Probability = .01
Level of Significance > = 6.64

The following findings relating to each of the statements analyzed in Table 3 were revealed from the patterned oral interviews as being significant. Interview comments were directed toward significant differences obtained from the questionnaire data, or from expressions of attitudes and perceptions toward the effects of teacher tenure on the education profession. Any comment which was stated by at least fifty percent of the interviewees was considered a significant interview finding. Significant findings are outlined under each specific statement listed in Table 3.

Statement 1: When a teacher receives tenure, his efforts to improve the quality of his work are likely to cease.

Board Member Responses:

> The education profession is not proficient in the evaluation of teacher proficiency. They are unable to accurately or adequately measure improvement in the quality of the teacher's work.
>
> Those appear to cease in their efforts to improve the quality of their work seem to follow this pattern of performance after tenure is granted.

Administrator Responses:

> Only a few of the teachers who receive tenure actually cease to show improvement in the quality of their work.
>
> Board members are not well-informed as to actual improvement in instructional skills and ability by individual teachers.

Teacher Responses:

> Board members are not qualified by training or actual time spent in the classroom in actual observation to offer an objective evaluation of teacher efforts to improve the quality of their work.
>
> Those few who do not improve the quality of their work after receiving tenure give the teaching profession a 'black eye'. Board members have a tendency to classify all teachers with those who do not improve.

Statement 11: Tenure encourages the competent teacher to remain in the teaching profession.

Board Member Responses:

> The incompetent teacher who is seeking security is attracted to and is encourage to remain in the profession because of tenure laws.
>
> The competent teacher remains in the teaching profession because of their desire to teach and the feelings of accomplishment gained from working with students successfully.

Administrator Responses:

> Competent teachers remain in the teaching profession because of their love for teaching.

Some competent teachers need the security offered by tenure to encourage them to remain in the profession. This security further allows them to become an integral part of the community because the stability offered encourages them to buy a home and remain in the district.

Teacher Responses:

Without the security offered by tenure it is difficult for the teacher to become an integral part of the community.

When teachers receive tenure it is telling them they have done a good job, thus encouraging them to remain in the profession.

Although tenure is a contributing factor in the teachers decision to remain in the profession, the most crucial factor is successful teaching.

Younger teachers do not regard tenure as an influencing factor in their decision to remain in the teaching profession. Older teachers regard tenure as a definite influencing factor because of the security offered.

Statement 17: Tenure encourages the teaching profession to police its ranks and to take disciplinary action against any teacher who violates professional ethnics.

Board Responses:

There is a great deal of public dissatisfaction toward the education profession because of the seeming willingness and inability of teacher organizations to police their own profession.

Teacher organizations have shown a tendency to protect all teachers whether competent or incompetent, ethical or unethical.

There have been no examples of teacher organizations attempting to censure or remove the unprofessional or unethical teacher.

The unwillingness of professional organizations to police their own profession is one of the biggest problems relating to teacher tenure.

Teacher Responses:

Local teacher groups have not received training on how to police their own ranks or to discipline colleagues.

State and national organizations do not attempt to police or discipline their own members. They feel they must protect all teachers from unfair administrators and school board members.

Professional organizations should take a more active role in the elimination of teachers who, because of unprofessional conduct and incompetency give the teaching profession a poor image.

Statement 28: Tenure is harmful to the education profession inasmuch as those who achieve this level of security sometimes perform at a level less than would ordinarily be acceptable.

Board Member Responses:

A large number of teachers seem to let down in their performance after receiving tenure. This resultant unacceptable level of performance injures the professional status of education.

It is difficult to convince some older teachers of the need to adopt new innovations, techniques or to update their methods.

The security assured by tenure is abused by some teachers who take advantage of this protection by doing only as much as they have to in order to just get by.

Administrator Responses:

Tenure itself is not a cause of weak teaching. Weak teaching is caused by teachers being in one position for too many years and by the lack of inspirational and enthusiastic leadership.

All teachers are judged by the few who perform at a level less than would ordinarily be acceptable. These few are harmful to the profession. Consideration should also be given to the majority who perform well above an acceptable level of teaching skill.

Teacher Responses:

Most teachers do not "let-up" after receiving tenure.

Poor administration is at fault if a teacher continues to perform at a level less than acceptable.

Valid and objective evaluation frameworks would eliminate the teacher who does not perform at an acceptable level.

The unsatisfactory teacher who remains on the staff is harmful to the profession, causes diminishing instructional quality, and creates a negative attitude toward the entire profession.

The Effects of Teacher Tenure on the Individual Teacher

There were six statements included under this major research question. An analysis of the data revealed significant differences between teacher

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board respondents in five of the six statements. Both board-administrator and administrator-teacher paired respondent groups differed significantly in two of the six statements. (See Table 4).

Table 4

TENURE EFFECTS ON THE INDIVIDUAL TEACHER

B. TENURE EFFECTS ON THE INDIVIDUAL TEACHER	Board Administrator	Teacher Board	Administrator Teacher
7. Tenure provides the teacher with protection from political and social attacks.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT .28	.85	.37
12. Tenure relieves teacher anxiety concerning the possibility of failure to be reemployed	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT .17	1.06	3.06
20. Tenure is necessary to insure the teacher freedom of thought and action.	10.37	18.06	1.72
21. Tenure increases staff morale.	6.20	20.81	6.80
30. Tenure is needed to protect the teachers freedom to teach and pursue truth.	15.29	22.37	1.19
31. Tenure prevents the management or domination of schools by outside groups for selfish or improper purposes.	6.11	14.08	10.24

Degree of Freedom = 1
Degree of Probability = .01
Level of Significance =>6.64

The following findings relating to each of the statements analyzed in Table 4 were revealed from the patterned oral interviews as being significant. Interview comments were directed toward significant differences obtained from the questionnaire data, or from expressions of attitudes and perceptions toward the effects of teacher tenure on the education profession. Comments which were stated by at least 50 percent of the interviewees were considered significant interview findings. Significant oral interview findings are outlined under each specific statement listed in Table 4.

Statement 20: Tenure is necessary to insure the teacher freedom of thought and action.

Board Responses:

Tenure is not necessary to insure teacher freedom of thought and action. This freedom is guaranteed by the Consitution.

Occasions where protection of freedom of thought and action is endangered are so few as to not constitute a problem.

Tenure does not prevent attacks being made on certain teachers for what they teach. It insures their position, but does not insure against attacks.

Administrator Responses:

Although teachers are criticized at times for expressing themselves freely, their positions are very seldom placed in jeopardy.

Modern teachers are completely aware of their rights in the area of freedom of thought and action. Tenure has no effect in this area.

There are times when teachers receive too much protection in being able to express themselves freely. They must learn to exercise discretion and adopt a common sense approach as to what is expressed and taught.

Teacher Responses:

Tenure is vital if freedom of thought and action is to be insured. If personality conflicts exist between teachers and board members or administrators, this freedom is inhibited without the protection offered by tenure laws.

Community advisory and pressure groups at times attempt to curtail teacher freedom of thought and action.

Board members have a tendency to ally themselves with powerful community pressure groups.

Serious misunderstandings and misinterpretations develop between what is actually expressed or intended to be said in the classroom and what is understood and interpreted by parents and the community.

Statement 21: Tenure increases staff morale.

Board Member Responses:

Tenure is only a small influencing factor in staff morale.

Although the ineffective teacher is secure in his position, he cannot have high morale when there is a lack of success in the classroom.

The successful and effective teacher maintains a high level of morale because of his teaching success, not tenure.

Teacher Responses:

The feeling of security offered by tenure creates a relaxed feeling which contributes to high morale.

Concern over the future of a teaching position replaces morale with anxiety. Tenure provides security, confidence and high morale.

Statement 30: Tenure is needed to protect the teacher's freedom to teach and pursue truth.

Board Member Responses:

Problem is not protection of teachers who pursue and teach truth, but what is proper definition of truth.

Society has evolved to the point where stringent laws to protect those who teach and pursue truth are no longer needed.

Administrator Responses:

Teacher position would be jeopardized because of the content of some state textbooks if tenure laws did not prevent their dismissal.

Emotional reactions toward the content of controversial subject require protection offered by tenure to those teachers involved in this type of instruction.

Teacher Responses:

Tenure does prevent religious and radical political groups who attempt to interfere with teacher rights to teach truth.

Some teachers would come under an increasing amount of pressure, criticism and danger of losing their positions for teaching political truth if tenure did not protect those positions.

The Effects of Teacher Tenure on the Student

There were three statements listed under this major research question. An analysis of the data revealed significant differences between teacher-board respondents in all three of the statements. Board-administrator perceptions differed significantly in two of the three statements while administrator-teacher respondents differed in only one of the three statements listed (See Table 5).

Table 5

TENURE EFFECTS ON THE STUDENT

C. TENURE EFFECTS ON THE STUDENT	Board Administrator	Teacher Board	Administrator Teacher
10. Tenure laws benefit the educational welfare of students.	14.29	26.52	3.10
15. Tenure laws benefit the educational program of the school.	13.10	27.25	3.88
29. Present tenure laws are oriented toward teacher security rather than effective teaching.	1.04	17.47	9.24

Degree of Freedom = 1
Degree of Probability = .01
Level of Significance = 6.64

The following findings relating to each of the statements analyzed in Table 5 were revealed from the patterned oral interviews as being significant. Interview comments were directed toward the significant differences obtained from the questionnaire data, or from expressions of attitudes and perceptions toward the effects of teacher tenure on the education profession. Comments which were stated by at least fifty percent of the interviewees were considered significant interview findings. Significant oral interview findings are outlined under each specific statement listed in Table 5.

Statement 10: Tenure laws benefit the educational welfare of the student.

Board Member Responses:

> Under present tenure laws the welfare of the student is secondary in importance to the protection of the incompetent teacher.

if student welfare is a criteria for the existence of tenure, then the inability of the district to dismiss the incompetent teacher makes the laws injurious to the educational welfare of all students who have to be placed in that teacher's class.

Techniques gained ten to fifteen years ago at a university cannot guarantee that the students of today will react to or learn when those outmoded techniques are used by the teacher. Student welfare is not benefitted by such attitudes.

Administrator Responses:

Tenure laws would not exist if the primary purpose was to benefit the educational welfare of the student.

Teachers are able to perform their teaching duties with greater peace of mind when positions are protected by tenure. Students benefit from the ability of the teacher to concentrate on their educational welfare instead of having to worry about their jobs.

Teacher Responses:

Students benefit from more meaningful instruction assured by teacher protection of their right to teach without fear of job security.

Teachers feel free to be more creative and innovative when they know tenure protects them if such new techniques are not entirely successful. Students benefit from this type of creative teaching.

Statement 15: Tenure laws benefit the educational program of the school.

Board Member Responses:

Tenured teachers who resist change and innovations which have been proven to be effective, endanger the educational program of the school and school district.

Rather than risk becoming involved in public controversy most boards opt to retain poor teachers who are detrimental to the educationl program of the school.

Administrator Responses:

While the security offered through tenure inhibits innovation and change by some teachers, it acts as a stimulant for others who accept change and adopt new techniques because they know their positions are protected from dismissal because of the possibility of failure when new ideas and innovations are not successful.

Teacher Responses:

An educational climate conducive to innovation and improvement is enhanced by tenure. Teachers would not attempt changes if their teaching positions were endangered.

Fear over position strongly influences classroom performance. The security offered teachers by tenure allows for full concentration and dedication to teaching.

Statement 29: Present tenure laws are oriented toward teacher security rather than effective teaching.

Board Member Responses:

The concept of effective teaching has never been a part of tenure.

Tenure offers security to every teacher regardless of their level of teaching effectiveness.

Teachers and professional organizations do not interpret tenure as being related to effective teaching. They feel it is the administrator's responsibility to maintain effective teaching.

Administrator Responses:

The right to tenure should carry with it the obligation for effective teaching from the tenured teacher.

Tenure offers the teacher protection from unjust dismissal. Tenure does not offer the student the assurance of more effective teaching.

Tenure was not developed to encourage effective teaching.

Teacher Responses:

Teacher tenure was developed to protect teachers from unjustified actions of dismissal and intimidation which threatened their livelihood.

Teachers must have assurance of job protection to teach effectively. Tenure benefits the educational program because the teacher is allowed to teach without fear.

Effective teaching and job security go together.

The Effects of Teacher Tenure on the Orderly Dismissal of the Incompetent Teacher

There were eight statements listed under this major research question. An analysis of the data revealed significant differences between teacher-board respondents in six of the eight statements. Board-administrator perceptions differed significantly in two of the eight statements while administrator-teacher perceptions were in disagreement toward the effects of teacher tenure on the orderly dismissal of the incompetent teacher in only one of the eight statements.

Table 6

TENURE EFFECTS ON ORDERLY DISMISSAL OF INCOMPETENT TEACHER

D. TENURE EFFECTS ON ORDERLY DISMISSAL OF INCOMPETENT TEACHER	Board Administrator	Teacher Board	Administrator Teacher
2. Tenure protects school boards against charges of unjust dismissal.	2.69	13.99	5.86
6. Tenure laws make it practically impossible to dismiss unsatisfactory teachers.	.12	12.18	8.47
14. Tenure establishes honest, orderly and definite procedures to remove undesirable teachers.	15.60	21.81	.92
18. Tenure prevents the dismissal of teachers without reasonable proof and cause.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT .38	2.79	2.02
19. Tenure prevents dismissal of teachers who are mentally and physically unfit.	.83	7.08	2.34
22. Tenure infringes on local autonomy in public education.	3.65	14.44	2.82
23. Tenure dismissal proceedings create public concern over the efficiency of the supervisory and administrative staff.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT. .14	.30	.48
26. Tenure creates a hardship on all concerned because of the time and effort required for the implementation of the statutes.	7.08	19.51	2.68

Degree of Freedom = 1
Degree of Probability = .01
Level of Significance =6.64

The following findings relating to each of the statements analyzed in Table 5 were revealed from the patterned oral interviews as being significant.

Interview comments were directed toward the significant differences obtained from the questionnaire data, or from expressions of attitudes and perceptions toward the effects of teacher tenure on the education profession. Comments which were stated by at least 50 percent of the interviewees were considered significant interview findings. Significant oral interview findings are outlined under each specific statement listed in Table 6.

Statement 2: Tenure protects school boards against charges of unjust dismissal.

Board Member Responses:

In a tenure dismissal each member of the board of trustees is on trial

Bitter fights which involve community members and other teachers resulting from court hearings cause charges and countercharges against board members.

Teachers who support the tenured teacher in a dismissal proceeding become bitter in their feelings against board members.

Board members are not able to explain or give all reasons for teacher dismissals outside the court or hearing rooms.

Teacher Responses:

Board members are usually removed from direct charges and pressures in tenure dismissal proceedings. Administration is responsible for documenting charges and carrying out procedures.

Hearings resulting from dismissal proceedings damage the school system, the education profession and the individual teacher more than board members.

Statement 6: Tenure laws make it practically impossible to dismiss unsatisfactory teachers.

Board Member Responses:

All tenure laws seem to favor the teacher because of the almost impossible task of meeting procedural requirements in the dismissal of a tenured teacher.

Justifiable dismissal charges are difficult if not impossible to prove in a court or hearing.

Tenure laws provide no specific grounds as definite grounds for dismissal.

In order to dismiss a tenure teacher it is necessary to actually catch them in an immoral or dishonest act. Even under that condition it would be difficult to justify the dismissal of a teacher in a court hearing.

Administrator Responses:

No evaluation instrument exists which will positively and objectively document charges of incompetency which will stand up under cross examination from a talented lawyer.

After the evaluation and documentation of evidence it is still necessary to prove teachers' actions were actually injurious to the educational welfare of the student. This is difficult to prove without involving students in the hearing process.

Teacher Responses:

The criteria for tenure teacher dismissal is effective administrative leadership which insures objective evaluation.

The teacher who is truly incompetent may be dismissed if administrators do their job.

Incompetent teachers may be dismissed if administrators are organized and document proof of teacher incompetency.

Statement 14: Tenure establishes honest, orderly and definite procedures to remove undesirable teachers.

Board Member Responses:

Procedures are orderly, but not honest and fair. It is difficult or nearly impossible to remove unsatisfactory teachers.

Dismissal procedures are not fair to the students who must be assigned to an incompetent teacher.

Theoretically the law provides for teacher dismissal. Procedures are so demanding and vague that many districts are reluctant to get involved.

Dismissal procedures ignore the fact that court procedures neglect community and student needs.

Administrator Responses:

Administrators do not have the time, methods or expertise to objectively meet all requirements involved in the procedures required for dismissal of the tenured teacher.

Board members are subjective in their evaluations of the teacher and demand that teachers be dismissed without following prescribed procedures.

Teacher Responses:

Procedures to be followed in a tenured teacher dismissal are clearly and carefully outlined. Administrators who follow correct procedures are able to successfully dismiss incompetent teachers.

Procedures are honest and fair because they provide the teacher with protection from dismissal charges motivated by social, religious or political reasons not related to the education of students.

Statement 19: Tenure prevents dismissal of teachers who are mentally and physically unfit.

Board Member Responses:

It is difficult for psychologists and medical doctors to reach agreement as to what constitutes mental or physical unfitness. There are a few teachers in the profession who have mental and physical problems but cannot be dismissed.

Even though a teacher may have mental or physical problems it is still difficult to prove these problems contribute to poor teaching or have a negative effect on the student.

Teacher Responses:

There are definite procedures to follow in the dismissal of teachers who are unfit for mental or physical reasons.

It is the responsibility of the administration to prove mental or physical unfitness by following definite procedures.

Statement 22: Tenure infringes on local autonomy in public education.

Board Member Responses:

Tenure eliminates the right of the local school district to assure competent personnel at all levels and positions.

Tenure interferes with the right and legal obligation of the local school board to govern the district.

The concept of local control is lost when dismissal proceedings are taken away from the board and decided by an outside party.

Local board members and administrators are in a better position to determine local needs and concerns toward ineffective teachers.

Teacher Responses:

Local control does not include the right to endanger a teaching career and livelihood.

School boards have local autonomy and control when they are able to approve all policies which govern the local district.

Statement 26: Tenure creates a hardship on all concerned because of the time and effort required for the implementation of the statutes.

Board Member Responses:

After the lengthy period of time required to gather sufficient data to justify dismissal of the incompetent teacher, it takes even more time to schedule a hearing and to then receive a decision.

Administrator Responses:

Although proceedings are lengthy and cumbersome, they are fair to teachers. If a decision to dismiss an incompetent teacher is upheld, the time and hardship are justified.

Teacher Responses:

Proceedings are necessary in order to protect the teacher from unfair dismissal.

When the teacher's livelihood, reputation and career are in jeopardy such proceedings are not only necessary but required to assure teachers that teacher dismissals are not easy or to be taken lightly. In order for tenure laws to be effective the process of dismissal must be difficult.

The Effects of Teacher Tenure on Personnel Administration

There were eight statements listed under this major research question. An analysis of the data revealed significant differences between teacher-board respondents in two of the eight statements. Board-administrator paired respondent group differed in their perceptions in only one of the eight statements listed (See Table 7).

Table 7

TENURE EFFECTS ON PERSONNEL ADMINISTRATION

E. TENURE EFFECTS ON PERSONNEL ADMINISTRATION	Board Administrator	Teacher Board	Administrator Teacher
3. Administrators refrain from constructive supervision because the tenure teacher is accepted as permanent.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT 1.28	.05	1.44
4. Tenure encourages a careful selection and retention of teachers by the school system.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS REJECTED TENURE EFFECT STATEMENT 1.32	2.22	.32
5. The establishment of a universal rating system which rates all teachers on an equal basis is encouraged by tenure.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS REJECTED TENURE EFFECT STATEMENT .06	.94	2.22
9. Tenure encourages improved personnel administration.	6.64	8.94	.04
13. Tenure reduces teacher turnover and provides for staff stability.	4.33	5.99	1.85
24. Tenure increases the number of probationary teachers dismissed.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS REJECTED TENURE EFFECT STATEMENT 1.39	.02	1.89
25. Tenure makes the probationary period one of judging rather than providing an opportunity to give teachers needed training and experience.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS ACCEPTED TENURE EFFECT STATEMENT .12	2.96	1.28
27. Tenure encourages school board members and administrators to clarify initial requirements for employment.	NO SIGNIFICANT DIFFERENCES ALL RESPONDENT GROUPS REJECTED TENURE EFFECT STATEMENT .16	1.28	.92

Degree of Freedom = 1
Degree of Probability = .01
Level of Significance =>6.64

The following findings relating to each of the statements analyzed in Table 7 were revealed from the patterned oral interviews as being significant. Interview comments were directed toward the significant differences obtained from the questionnaire data, or from expressions of attitudes and perceptions toward the effects of teacher tenure on the education profession. Comments which were stated by at least fifty percent of the interviewees were considered significant interview findings. Significant oral interview findings are outlined under each specific listed in Table 7.

Statement 9: Tenure encourages improved personnel administration.

Board Member Responses:

> The majority of incompetent teachers who receive tenure could have been dismissed if effective personnel administration had been utilized in screening and evaluation before tenure was granted.
>
> Personnel administration must be improved. Teacher tenure has not encouraged this needed improvement.
>
> Most evaluations are based on teacher ability to get along with administration.
>
> Little has been done which shows improvement in personnel administration. Teachers are more militant, morale is lower, they are difficult to satisfy and expect to do less in return for increased demands.

Administrator Responses:

> It would be difficult to conceive of an effective degree of teacher participation in the decision-making process, curriculum development or salary negotiations without the security offered by tenure laws.

Teacher Responses:

> Tenure has given teachers the security required to allow them to demand improved and democratic personnel administration.
>
> Administrators and board members do not recognize all the needs of personnel. Tenure gives security which allows teachers to confront administration for recognized personnel needs.

Statement 13: Tenure reduces teacher turnover and provides for staff stability.

Board Member Responses:

> The highly competent teacher is the one who will seek advancement and self-improvement through moving to another position. Tenure does not hold them in the district.
>
> Staff stability is not desirable when the incompetent become a permanent staff member.

Teacher Responses:

> Staff stability is the result of teachers being able to advance on the salary schedule because tenure protects their position.

> When teachers gain the security offered by teacher tenure they are able to buy a home and participate in the community. Teacher turnover is reduced and stability of the teaching staff and community is enhanced.
>
> Any teaching staff is benefitted by the presence of experienced teachers able to assist the beginner.

Effects of Teacher Tenure Laws on the Education Profession Agreed Upon by All Respondent Groups

An analysis of the questionnaire data revealed no significant differences in attitudes and perceptions between paired respondent groups. The following statements, therefore, were accepted as valid effects of teacher tenure laws on the education profession.

Statement 3: Administrators refrain from constructive supervision because the tenure teacher is accepted as permanent.

Statement 7: Tenure provides the teacher with protection from political and social attacks.

Statement 12: Tenure relieves teacher anxiety concerning the possibility of failure to be reemployed.

Statement 18: Tenure prevents the dismissal of teachers without reasonable proof and cause.

Statement 23: Tenure dismissal proceedings create public concern over the efficiency of the supervisory and administrative staff.

Statement 25: Tenure makes the probationary period one of judging rather than providing an opportunity to give teachers needed training and experience.

Effects of Teacher Tenure Laws on the Education Profession Statements Rejected as Valid by All Respondent Groups

All respondent groups were in agreement toward the following statements of the effects of teacher tenure laws on the education profession. In their agreement, however, the statements were rejected as valid effects:

Statement 4: Tenure encourages a careful selection and retention of teachers by the school system.

Statement 5: The establishment of a universal rating system which rates all teachers on an equal basis is encouraged by tenure.

Statement 8: Tenure laws attract more able and competent teachers to the teaching profession because of the existence of tenure laws.

Statement 24: Tenure increases the number of probationary teachers dismissed.

Statement 27: Tenure encourages school board members and administrators to clarify initial requirements for employment.

CONCLUSIONS

On the basis of the statistical and patterned oral interview findings the following conclusions were determined:

1. Teacher tenure laws will remain largely controversial and unacceptable to school board members as long as they feel such laws are oriented toward teacher security rather than the educational welfare of the student.

2. Teacher tenure laws were developed and implemented because of the need for teacher protection from administrators nad school board members who were:

a. Unfair in teacher hiring and dismissal procedures;
b. Arbitrary in the development, implementation and enforcement of policies which directly affected the teacher's role in the classroom;
c. Capricious in their attitudes toward teachers;
d. Implementing subjective teacher evaluation procedures based on personal bias, heresay and innuendos;
e. Lack of concern and empathy for teacher welfare and needs for recognition; and
f. Evaluating all teachers in relation to those few who were incompetent, unprofessional and unethical in their teaching and actions.

3. The overall educational welfare of the student is not enhanced by the principle of tenure laws because of a few teachers who are unethical, unprofessional and incompetent. These few use tenure laws to protect themselves from dismissal.

4. Administrators refrain from constructive and efficient supervision and evaluation because the teacher who receives tenure is accepted as permanent.

5. The acceptance and successful implementation of tenure laws is dependent upon the development and implementation of an objective teacher evaluation framework which rates all teachers on an equal basis and is based on actual measured student learning.

6. Evaluation is the key to making tenure laws more acceptable. With objective evaluation procedures it is possible to dismiss the incompetent teachers even though the process is demanding and difficult.

7. Tenure has not encouraged the development of a universal rating system which rates all teachers objectively and on an equal basis.

8. The criteria for success of any evaluation framework is dependent upon the level of training, knowledge, expertise and experience in teacher evaluation procedures possessed by the administrators who maintain the evaluation procedures within the school.

9. Tenure has proven effective in providing protection for the teacher from community pressure groups.

10. Acceptance and recognition of teaching as a profession would be greatly enhanced if teachers and teacher organizations would more efficiently and effectively police their own ranks and discipline those who violate professional ethics.

11. If education is to become recognized and accepted as a profession it must assume responsibility for its practitioners, insist that its members accept full responsibility for their actions, and place the educational welfare of the student as the foremost consideration.

12. Teachers and teacher organizations have failed to convince board members and administrators of the overall benefits claimed as a result of tenure laws.

13. There exists a serious lack of communication, understanding and agreement between board members, teachers and administrators as to the effects and benefits of tenure laws on the education profession.

14. Tenure laws have not served the purpose of attracting more able and competent teachers to the teaching profession.

15. Tenure reduces teacher anxiety over the possiblity of being rehired, prevents the dismissal of teachers without reasonable cause, and protects the teacher from political and social attacks.

16. The concept of tenure is a vital and needed part of the educational system if teachers are to function in an atmosphere of freedom, creativity and confidence in their positions.

RECOMMENDATIONS

Based on the findings and conclusions of the study it is recommended that:

1. Leaders of teacher, administrator and board organizations (NEA, AFT, NSBA, AAAS, local and state affiliates) recognize the implications of the serious controversy and level of disagreement which exists between these groups toward tenure laws, and jointly develop a three-way communication and training system which would eliminate such misunderstandings and misinterpretations as to intent of each group. Such communications would develop harmony through a greater understanding and a clearly defined role for each group in the successful implementation of tenure laws;

2. Similar joint efforts be implemented which would lead to the development of an objective teacher evaluation framework in order to more accurately assess teacher competence;

3. Teachers, administrators and board members recognize and implement cooperative planning and initiatives which would place the educational welfare of the student above the need for teacher security, and recognize that an interdependence and convergence of expectations is essential for the successful implementation of tenure in order to benefit the education profession, the individual teacher and student, and to facilitate the dismissal of the incompetent teacher.

4. Teacher organizations recognize their professional obligation to effectively police their own profession and join with administrator and board organizations in developing fair and objective models which would serve this need.

5. A double-triad (See Figure 3) approach to involvement be developed which would establish a framework of participation between all segments of the school community. This involvement would serve to strengthen channels of communication between board-teacher, teacher-administrator, administrator-board and the same strengthening between all combinations of relationships between parents, students and community members. This type of participation would insure direct involvement of all individuals who are directly affected by school policies, curriculum development, implementation and evaluation. Such channels of communication would provide understanding within all segments of the double-triad which would clear up misunderstandings and misinterpretations concerning the need and proper application of tenure laws.

Involvement as an Approach to Understanding and Cooperation: An Afterthought

Traditionally decisions which created change and innovations in education have been made through administrative recommendation, school board mandate and teacher implementation. This single triad approach (See Figure 1) created the decisions which determined educational policies and change within a given school district. If education is to become a viable force of understanding and relevancy, however, its process of development must involve all who are concerned with the educational process of the schools. Tenure is a part of this educational process.

In the development of an approach which would involve everyone concerned with and directily affected by educational decisions and processes, it is suggested that a second triad be added to the traditional approach outlined in Figure 1. This second triad would include and involve students, parents and community members in the development and eventual evaluation of the entire educational process and the essential contributions made by those teachers who are successful (See Figure 2).

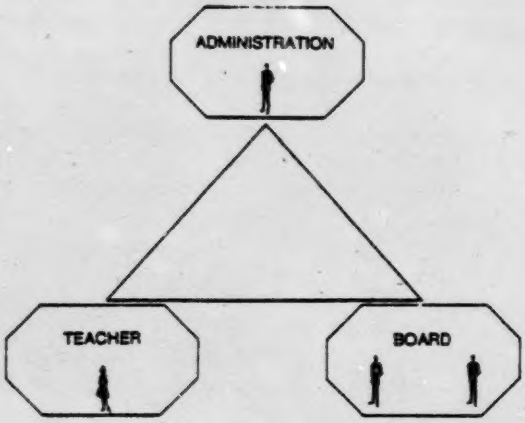
ADMINISTRATION
TEACHER
BOARD

Figure 1

The Single Triad Model: A Traditional Approach
to Educational Involvement

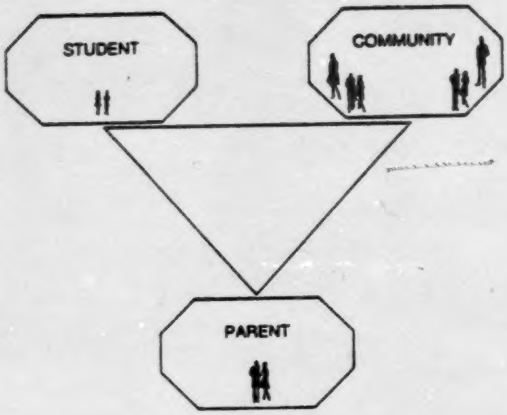
STUDENT
COMMUNITY
PARENT

Figure 2

The Second Triad Model Approach
to Educational Involvement

The inclusion of students, parents, and community members in the educational decision-making process would give direct input and a share of the responsibility for all changes which directly affect their lives. Teachers would no longer be the implementors only. Their direct involvement would assure direct input into those factors which directly affect their teaching at the classroom level. Board members would be involved in and directly participate in the process of decision-making rather than simply mandating changes without direct experience or input. Community members would have a voice in determining how and to what extent their tax dollars would be used for educational issues while parents would participate by including their knowledge and experiences in a meaningful contribution to the educational welfare of their children. Students would contribute to the curriculum through direct knowledge of educational issues and concerns they recognize because of their close proximity and direct recognition of need for educational change. Student, parent, and community involvement would contribute a higher level of curricular relevancy than possible under the traditional single-triad approach. This procedure would provide solutions to the demands for greater involvement, educational relevance, and provide valid and reliable data to justify change (See Figure 3).

This new double triad approach to involvement and decision-making would further serve to place a high level of responsibility on every segment of the school community for the development, implementation, and quality of the educational program. This responsibility would evolve into accountability when each segment realized and accepted its role in the educational process through its involvement in development of the educational program. Through this involvement, greater understanding and support of education, teacher needs,

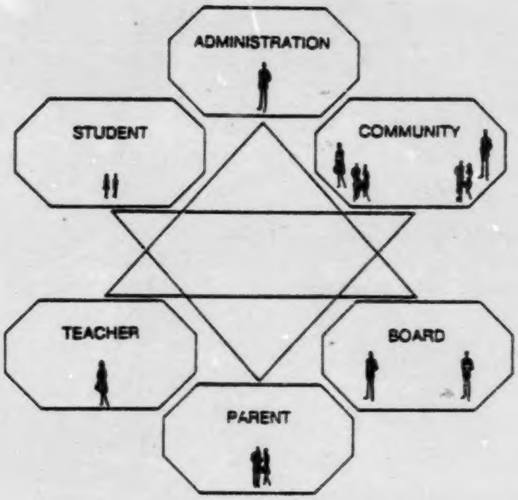

Figure 3

The Double Triad Approach
to Community Involvement

and a recognition of the necessity to protect the effective teacher would evolve. Thus parents, students, administrators, community and school board members as well as teachers would develop an awareness and understanding of what the principles of tenure really mean, how they benefit the educational welfare of the student, and why such laws are needed. This spirit of cooperation would strengthen the resolve of everyone involved to provide quality education for the student and jointly develop procedures which would eliminate the invompetent, uprofessional and unethical teacher from any teaching, and at the same time protect the valuable and effective profession educator. Cooperation, understanding and empathy would result from this process of involvement. All segments of the educational community would realize that education must be oriented toward the ultimate welfare of the pupil and willingly cooperate in the removal of any obstacle which would prevent or inhibit the realization of this goal.